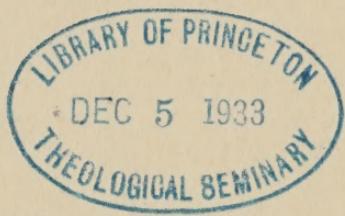


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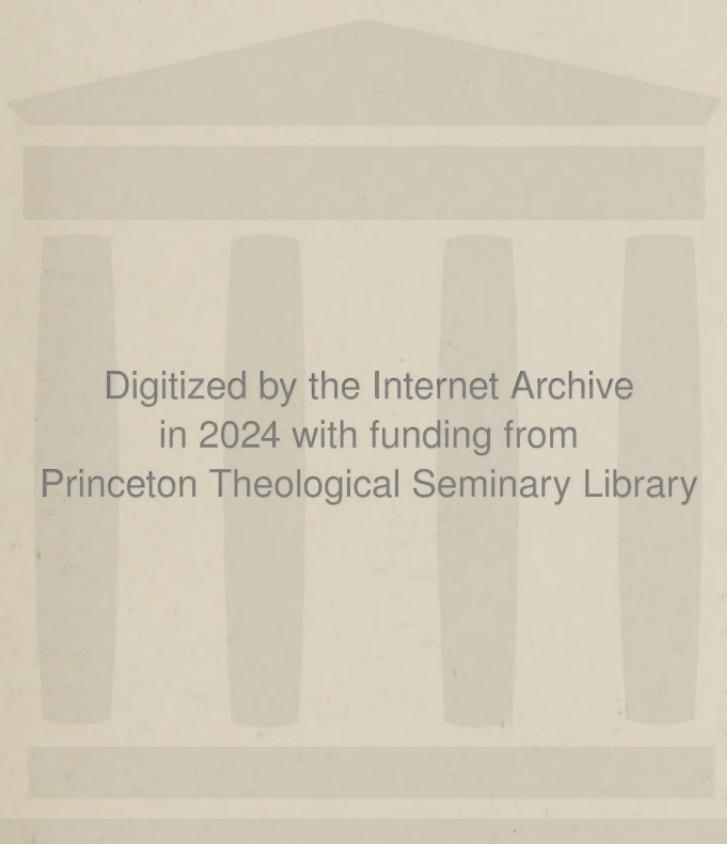
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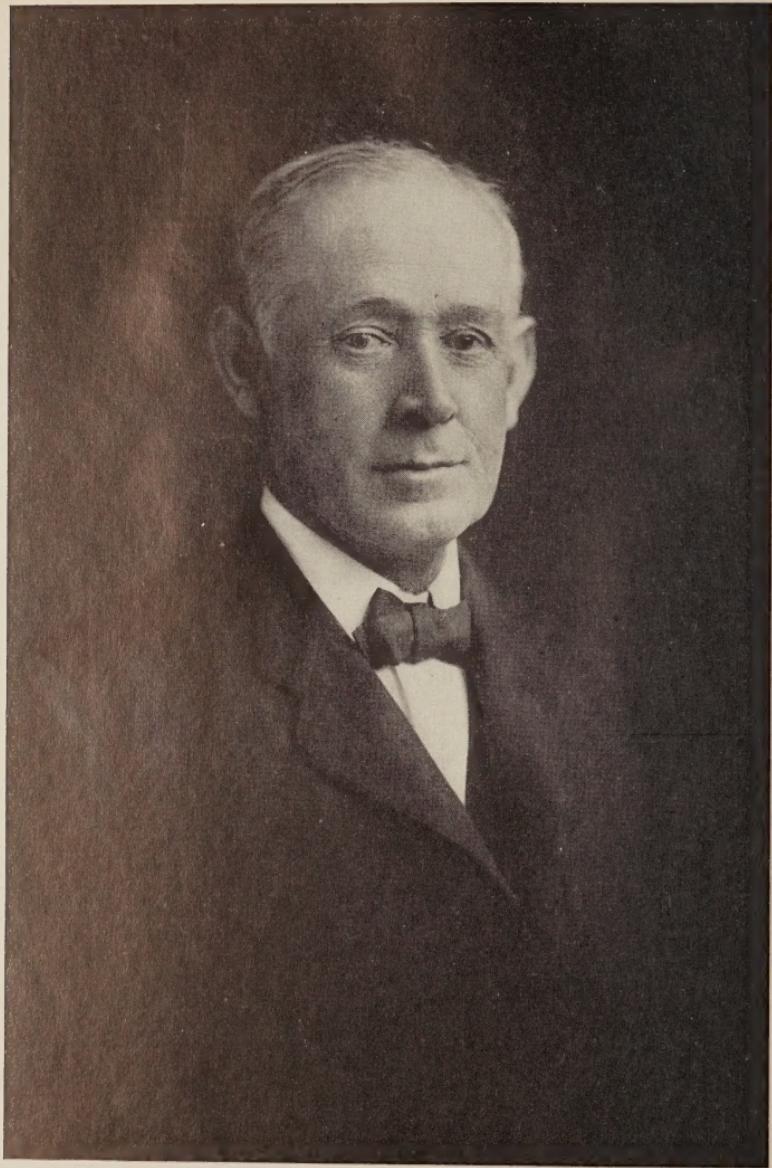
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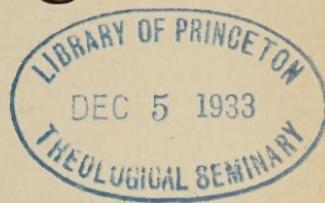
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PRESIDENT ISAAC SHARPLESS

Haverford College

*A History
and an Interpretation*



By
RUFUS M. JONES, LL.D.

Professor of Philosophy

NEW YORK
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1933

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DEDICATION

*To the three Presidents of Haverford College
whom I have known and loved*

THOMAS CHASE

ISAAC SHARPLESS

WILLIAM WISTAR COMFORT

this book is dedicated

INTRODUCTION

THE main purpose in writing a history of a college is to furnish an interpretation of its life and work to those who have been its students and who are thus a vital part of its history. In the case of Haverford College there is also another reason for presenting the story of its development. It has through the years been working out important educational ideals and it has made significant contributions to higher education in America. Its history concerns, therefore, a wider circle than its own immediate family of teachers, students and graduates. There are aspects of uniqueness which are worthy of record.

American institutions have usually been ambitious to expand in size and they have seemed tacitly to assume that greatness is in large degree measured by the length of the roll of students to be counted. "Watch our university *grow*," has, not infrequently, been an advertising slogan, and to "grow" has been thought of in terms of "the book of Numbers." This form of expansion has of course never been a universal attitude with American colleges and universities, but it has been far too prevalent a trait with educational promoters, if not with educational leaders.

One of the "singular" features of Haverford College throughout its entire history has been its maintenance of smallness in size—real smallness—as a persistent ideal. There was a period in its earlier history when the numbers were too small for proper stimulus and genuine efficiency. And at that stage the small size was not altogether due to the sway of the ideal of limit. But even in that day of small things, when expansion was almost infinite,

tesimally slight, the type of education furnished to the small group at Haverford was intellectually as excellent as could have been had anywhere in America, while the creative influence of free intercourse and fellowship between faculty and students proved to be profoundly important for the development of character. It was, furthermore, out of the illuminating effects of these educational experiments with small numbers of students in the middle years of Haverford's life that its later conscious ideals in reference to size were formed and tested.

There came a time about the turn of the century when the college stood at the parting of the ways. It could almost certainly have leaped forward with an imperial expansion. The excellence of its type of education had become widely recognized. Students were coming in increasing numbers. Its financial assets were assured. It was strongly recommended by noted authorities in education. College presidents in a number of instances selected it for their sons. It was then, at that turning point in Haverford's history, that the calm decision was made to limit the numbers severely, to select the personnel of the student body with extreme care, to put the intellectual standards very high, to stand by them faithfully through thick and thin and to *build inwardly* rather than to *expand outwardly*. This decision was reached after deep reflection and profound study of the consequences, and the bridges were burned.

Thereupon, those who were responsible for the future of the life of the college set themselves to the task of shaping its ideals as a small college and of making provision for attaining those ideals. The steps have been slow and gradual. There has been extremely little advertisement of what the college was accomplishing with its students. In fact, Haverford, like the ideal servant in the Book of Isaiah, apparently does not cry, nor lift up its voice, nor cause it to be heard in the street. But there have always been some acute observers in the learned world who have understood what was happening.

The new stage of inward expansion in the direction of con-

centration and increased emphasis on honor work which will be interpreted in a later chapter of this history is, after all, only the normal and natural process of what has for years been the dominating ideal of the college. The motto of the institution has from the first been: *Non doctior sed meliore doctrina imbutus.* We may translate the old Latin phrase loosely to mean that the college is not concerned to increase the quantity of knowledge, but rather to put into each man's life a better quality of mental discipline and learning.

It is not easy to over-emphasize the importance of beautiful surroundings as a formative factor in the life of a student. When Haverford men in later years refer to the influences which shaped their development during the period of student life, they frequently refer with deep emotion to the loveliness of the setting in which they passed the four years of their college life. Beauty is often an unconscious influence, not explicitly registering its presence, but even so, it seldom leaves a life wholly untouched and unaltered by its spell. The builders of Haverford may not have fully known how wisely they were planning when they set the foundations of their institution in the midst of visible charm and beauty, but for nothing else which they did do those who love the college now give them greater thanks.

The quiet, sane religious tone of Haverford life has been another subtle molding influence which often, like the beauty of the campus, has been present as an atmosphere of life rather than as something reflected upon at the time. When in retrospect a student of earlier days gives an account of what counted most toward the making of his life he almost invariably refers to the reality and significance of the religious atmosphere which formed a genuine part of his college life. It requires great wisdom to know how far to go and where to exercise restraint in promoting the religious aspect of the college. To overpress it is as serious as to understress it. It should, if it is to be effective, be a normal, natural, harmonious wholesome tone of life, and that situation

to a high degree has been true of Haverford life in all its best periods.

Parallel with the slow development of the intellectual and spiritual life of the college has gone a quite remarkable development of its athletic ideals. There was a long period when cricket was Haverford's one absorbing game. The college produced a long line of famous cricketers and it won an honorable reputation not only at home but also in England as a later chapter will show. The dominance of this game tended to produce at Haverford a certain type of athlete, the type well known in English sport. Gate receipts were unknown, commercialism was not a danger, professionalism was not a menace. Men played the game because they loved it. It fitted the life of a scholar and the manners of a gentleman. Only slowly the more distinctly American types of sport invaded Haverford. Football came first, then track, then soccer and finally baseball. But throughout the whole history of these later years the old ideals of sport at Haverford have more or less prevailed. Everybody likes to win and ought to like to win, but the game has for the most part been played here at Haverford for its own sake as sport and there has been a steady refusal to commercialize it or to use it for advertising purposes. The project now under way to endow Haverford athletics so that no gate-receipts will in future be taken is, once more, the normal outcome of the ideals of half a century.

If one were to sum up in a word the ideal that has run like a guiding thread through Haverford's intellectual life and through its athletic history as well, it would be the word *honesty*. There have been present through the years a spirit of integrity and a wisdom of sincerity, which are usually near neighbor to simplicity. Socrates' dying words to the Athenians have probably seldom been consciously in the minds of those who have shaped the destinies of Haverford, but they happily fit the truth of the situation: "I have been doing nothing but go about persuading you all, old and young alike, not to take thought primarily for your

persons or your properties, *but first and chiefly to care about your soul, and how to give your soul the greatest improvement.*"

There is an extended History of the first sixty years of Haverford, written by a group of alumni under the editorial leadership of Philip C. Garrett of the class of 1851, and published in 1892 by Porter and Coates of Philadelphia. It was an admirable piece of work, built on faithful and careful research. It was, however, too overloaded with anecdote and detail for the general reader. The normal wayfarer finds it difficult to see the wood for the trees. It is an extremely valuable source of material and will always have an interest for the annalist but it can hardly be a *vade mecum*. There are seven hundred and thirty-two pages for the sixty years and the reader finds himself confronted with a volume larger and heavier than an old family Bible, so that, well done as the work really was, this generation is not likely to read it, and, what is more to the point, it stops too early to cover the period of the greatest number of living graduates. Consequently the time seemed ripe for a new history. A committee of the alumni was appointed in 1930 to arrange for a less detailed History than the former one, covering the entire hundred years of the life of the college and the present writer was asked to be the editor of it. Reference should be made here to President Sharpless' charming little book *The Story of the Small College* (Philadelphia, 1918).

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HAVERFORD COLLEGE

A History and an Interpretation

CHAPTER I

HAVERFORD COLLEGE COMES TO BIRTH

DISASTERS nearly always reveal in retrospect some point of relief. The catastrophe that buried the vegetation of the carboniferous age, in the long run of the centuries, gave us our coal and oil. The injury to the oyster has its compensation, from our point of view though probably not from the oyster's, in the pearl which he produces to repair the damage. Haverford College was born out of a disaster of the major sort within the Quaker fold, and the birth of the college is perhaps the greatest single point of relief in that dark cloud to which I refer.

In 1827 occurred a pitiful "separation" in the Society of Friends in Philadelphia followed by a similar division of the body in a number of other sections of America. It seemed like an unrelieved disaster and it brought tragic consequences of spiritual weakness and defeat in its train. It did, however, almost certainly lead to the founding of the institution that has grown into Haverford College. There is no clear documentary evidence that the two events are conjoined as cause and effect, but there is a very large amount of circumstantial evidence which points in that direction. It may be taken as practically certain that the separation of 1827 shook many of the leaders of the Orthodox wing wide awake. They traced the calamity to lethargy, ignorance and dullness of vision. They set about finding constructive means for deepening and fortifying the membership of the Society for its future mission. Their attention turned at once, as it should have done, to the need of more adequate provision for

the higher education of the youth of the Society. A series of five bold and illuminative articles under the pen-name of "Ascham" appeared in the new-born periodical, *The Friend*, during the summer of 1830, and they struck off the spark that eventually kindled the flame that is still burning.

It is regrettable that we do not know the name of the highly equipped and fearless writer of these "Ascham" articles, for he is without question one of the invisible founders of Haverford College. He skillfully diagnosed the intellectual weakness of the Quaker membership and he vividly pointed out the lack of intellectual training for keeping abreast of the times. Friends, he declares, though living in an age that has made greater advance in science and letters than any other period of equal duration, have made no advance in any way commensurate with the advantages they have enjoyed or with the responsibility which their standing in the community imposes upon them. He then proceeded to make a vigorous appeal for "an enlarged and liberal system of instruction in the Society of Friends." His "enlarged and liberal system of instruction" included a broad culture in science, mathematics and classical languages. "We must," he says, "make our youths perfect masters of the languages of antiquity . . . (and) familiar with the wisdom of their authours." That was a striking challenge to a body of people that had been thinned by division, that had grown timid and provincial, and many of whom stoutly believed classical literature to be "unchristian."

Anyway, the challenge was accepted. Two weeks after the last of "Ascham's" articles appeared, a call was issued in *The Friend* for all who were interested in the establishment of an institution for teaching Friends' children "the higher branches of learning," to meet in the Mulberry Street Meeting House, "Sixth Day the 18th inst. (June) 1830 at three o'clock in the afternoon."

That call led to the founding of Haverford College. That is the first important pre-birthday date of the college. Simultaneously a similar movement was started in the same direction in New York City. A meeting composed of an interested group of

Friends was held in the Henry Street Meeting House in New York City two days after the call was issued for the meeting in Philadelphia. The object that was stated for consideration in the New York meeting was put in identical language with that of the Philadelphia call, and it is obvious that the leaders of the two groups were in close accord and in consultation. The New York conference expressed its aim to be the founding of an institution in some central place, adequate to meet the intellectual needs of "Friends on this continent" and with a course of instruction "as extensive as given in any literary institution in this country." That bold phrase, charged as it was with a fearless spirit behind it, indicates that these men who gave birth to the Haverford ideal were large-minded enough for the task they had in hand. The two groups of Friends worked together harmoniously and out of the two conferences an Association emerged that was to take up the joint "concern" and carry it through to a practical consummation.

These noble "founders" very well illustrate the famous motto, "Be bold, be bold, and everywhere be bold, but not too bold." So long as they had their minds directed toward the intellectual goal of their endeavor, they boldly set their mark high, proposing not to be surpassed by "any literary institution in the country." But the moment they turned their attention to the part the new institution was to play in fostering Quakerism in their young people they grew suddenly timid and contracted. Both groups, the one in Philadelphia and the one in New York, insisted on the maintenance of "plainness of dress and deportment for all the students of the institution," which meant that they were to be pattern-shaped to fit the Quaker models of the time. The education was to be "guarded education," which meant that the mind was to be trained to fit into a religious system that was to their minds more or less fixed and static. One of the provisions of the Plan of the Association called for "a liberal education in ancient and modern literature and the mathematical and natural sciences under the care of competent instructors of our own

Society, so as not to endanger their religious principles or alienate them from their early attachments."

One cannot blame these men for taking the position which nearly everybody held then that the best way to preserve truth was to "guard" it. They could hardly be expected to take the ground that everything, even the most precious legacy of faith and truth received from their spiritual progenitors, was to be thrown open to debate and discussion and was to be searched out, tried and tested in the laboratory of life. The Quaker garb, the plain language, the sacred badges of a "peculiar people," were to them settled assets of the spiritual life, and they could not rise to the conception of truth for their people which did not take their presuppositions for granted. It must be remembered that these men were intense believers. They had just been baptized "so as by fire," and they were setting about a statesman-like piece of work to rebuild their own Society. Education for them was a means to an end rather than a primary aim. Our world is so different from theirs that we are prone to look back and call them "narrow." We should rather see them in their historical setting, appreciate the type of mind that once assumed that there was *finality* to their truth and be grateful that they were ready to give their sons the highest intellectual training that was possible within the hedges and the framework of their religious system.

It has taken almost a century to establish the principle that "guarded education" is not in any true sense education. The instructor selects for the minds of his students only those facts which he thinks it is "safe" for them to know. They are intellectually fed within an inclosure. They are never given the opportunity to face all the facts on which their truth is to rest. The result is that it is difficult to become either intellectually or morally robust on such selected mental diet. It is, further, as we know, a serious mistake to treat education as a means to some chosen end, such as the establishment of a religious position, or

the maintenance of a pre-formed faith, but that larger lesson has been only slowly learned.

It should be noted that the original plan of the founders of the college did not include any students except Quaker sons. In fact it was at first proposed to put the word "Select" in the title of the institution. There was no thought of transmitting Quaker ideals to those who were outside the Society of Friends. It did not enter the minds of these first founders that the institution might be used as a place for propagating their faith and truth to others. "Proselytizing" has not been one of the Quakers' besetting sins. They have been more inclined to make it difficult for an outsider to come in and share the warmth of their fireside than they have been to sow their spiritual seed in the lives of other people.

Another curious reminder that the psychological climate of a hundred years ago was quite unlike ours is found in the fact that the original group of founders encouraged the members of the Society of Friends to subscribe to the stock of the Association on the inducement that they were likely to get good dividends on their stock subscriptions! This faith in subsequent financial returns on the stock was *bona fide*. There was no conscious deceit in the proposal. It was only naïve and unsophisticated. The proponents asked for \$40,000 in stock shares of \$100 each. One hundred and twenty Friends quickly responded, three-fourths of them being members of Philadelphia Yearly Meeting, and \$43,500 came in for the working capital of the venture. It was soon after, though with some difficulty, raised to \$64,300. By that time there was some disillusionment and the hope of dividends had grown somewhat thin.

Isaac Collins of Philadelphia, writing to his friend Samuel Parsons of Flushing, New York in 1833 says, "Friends in this city are very numerous, have much leisure and a *redundancy* of wealth, and it would in my opinion be doing them an essential service to prevail on them to part with some of their Worldly Treasures and appropriate it to the improvement of our religious

Society." That was surely a happy way of reducing the "redundancy."

The Founders' names across the years have become dim and ghostly for most of us. But we should not be here now if they had not been the kind of men they were and if they had not played their game in the splendid fashion in which they did it. It may heighten our own endeavors to bring them back in imagination and to think of them as a cloud of spectators eagerly watching to see how we are carrying on what they began, "for they could not be made perfect without us."

I am often amazed at what a length of time-span two lives on end can cover. My grandmother and I cover the entire history of the United States. She was born before the Constitution was drafted in Philadelphia and her life relayed fourteen years over into mine, so that together we have lived through all the presidential administrations and some more. It is hardly less impressive for me to remember that in my youth I was intimate with Dr. Joseph Thomas who was teacher of Greek and Latin here when Haverford opened in 1833. I was more or less intimately acquainted with four of the men who formed the first class of students who entered Haverford in its birth-year. They were, Samuel B. Parsons, Clarkson Sheppard, Joseph Walton and Francis T. King.

But with all my stretch of years I cannot make a conscious link with any of the actual Founders. Some of them were alive in my youth but I grew up in another world far away, and knew them only through their sons and grandsons, many of whom were in close fellowship with me in my early period at Haverford in the eighties. It was a splendid service the class of 1870 rendered the college when it put up in Founders Hall the tablet bearing the names of these wise men who held the destiny of our institution at its birth and who did so extraordinarily well for us that were to come after. That first list includes: Samuel Bettle, Daniel B. Smith, John Griscom, Samuel B. Morris, John Gummere, ancestor of a long line of famous Haverfordians, Ger-

ard T. Hopkins, John G. Hoskins, Benjamin W. Ladd, Thomas C. James, Isaac Davis, Thomas Evans, John Paul, Abraham L. Pennock, Isaac Collins, Bartholomew Wistar, Samuel Parsons, Benjamin H. Warder, Samuel F. Mott, George Stewardson, Lindley Murray, Thomas P. Cope, Thomas Kimber, Thomas Cock, Joseph King, Jr., Henry Cope and Charles Yarnall. They nobly laid the foundations both of the visible college and of what may well be called the invisible Haverford, the ideals and the spirit of the institution.

The most crucial problem after the preliminary difficulties were surmounted was the selection of a location. If all the later sons of Haverford had been there to vote in reference to the site they could not have done better than the Committee on Location did a hundred years ago without our help. The work of selection, however, produced a good deal of heart-burning at the time and the place for some months was a "moveable" one. A location near Burlington, New Jersey appealed strongly to some of the Committee, but it could not be agreed upon "in that unity which ought to govern the case." The farm owned by Thomas Thomas in Upper Darby had its warm supporters but it again could not win "the unity that ought to govern." "Willing's Farm" and "Capt. Kiley's Farm," apparently both in Darby were prospected, but finally rejected, one of them being "surrounded by a population not remarkable for sobriety," the other being "flat and swampy," too heavily wooded and "badly watered."

At length the Committee found the heaven-made spot for the institution which we know so well and they were favored to attain a complete *unity* in their decision. The original purchase which was made from the owner of the farm, Rees Thomas, included one hundred and ninety-eight and one-half acres, divided by the old Haverford Road and skirting on the west the new Pennsylvania Railroad which used to run under what is now "Meeting House Bridge." The land of the purchase did not at that early time reach across to Lancaster Pike and this important addition to the ground was made later. The original

tract cost \$17,865. At the present moment hardly a single acre of the tract could be bought for what the entire farm of two hundred acres cost in 1831. The rest of the present extensive grounds, that is, the tract of over eleven acres reaching from the skating pond brook to Lancaster Pike, was bought in 1838 and was the gift of several Friends. The "Warner Tract" has been added in more recent times. It includes the land on which has been built the row of houses on the east side of College Lane.

The famous spring of water, south of the old Haverford Road, was one of the primary attractions to the minds of the Committee of purchase. They had a keen eye for a pure water supply, which was a qualification only second to "a surrounding population remarkable for sobriety." This spring of water which once seemed like a veritable Arethusa, as well as a permanent water supply, has with the years lost most of its poetic beauty and has at length failed to pour forth sufficient water for the enlarged college population.

The two brooks also appealed to the founders, one a small branch of Cobb's Creek, with a fall of thirteen feet within the area of the tract, thought to be adequate for pumping the water from the spring, and the other one called "Mill Brook" forming the original northern boundary of the purchase, has since made the college skating pond. These two streams are not yet as widely known as the Illissus and the Cephissus in Athens, nor are they as famous as the Isis or the Cam, but they have played a humble rôle in the life of the college and the "Mill Brook" stream, though no longer as pure as crystal, has given many a skater thrills of joy. The tract contained a quarry of excellent building stone which later supplied the beautiful material for many of the college buildings.

Haverford Quaker Meeting was at that date held in the home of Haydock Garrigues, adjoining the college. For many years he was "head" of the Meeting and a well-known figure to a generation of students. On Monthly and Preparative Meeting days the men met in the parlor of the Garrigues house and

the women held their meetings as comfortably as they could in the kitchen. The old Haverford Meeting House which dates from the days of William Penn and is one of the most interesting historical buildings in the township, went to the "Hicksite Friends" in the division of property at the separation. It is probably the oldest Meeting House in Pennsylvania, though it has unfortunately been "modernized" and transformed in the process. The new House, across the railroad bridge, was built in 1837, and has been a well-known spot to every Haverfordian of all generations. It has been many times enlarged and improved, but much of the original structure still survives within the heart of the building.

The spot selected for the new institution was not only itself admirably suited for the purpose in mind, but it was furthermore set in almost perfect surroundings. The Committee had insisted that the place to be chosen must have a reputation for "salubrity"—which really meant freedom from malaria—and it had to be, as we have seen, a neighborhood noted for "sobriety," but they said very little about beauty and charm. We will freely forgive them for not *talking about* the aesthetic attractions of the spot they chose, in consideration of the fact that they actually did set our college down in one of the most beautiful regions anywhere to be found near Philadelphia. The contours and slopes of the land, the curves and sweeps of the soil, the abundance of brooks and creeks, the numerous groves of ancient trees which the ax of the farmers had kindly spared, together with the magnificent vales and glens that took the rain from the hills around the college tract to the Schuylkill Valley on one side and to the Delaware River on the other side, made the Rees Thomas farm in Haverford Township and its environs in Montgomery County, a beautiful situation of endless charm and loveliness. It lacked sublimity and grandeur, but it possessed in high degree a simple, quiet, never failing beauty, which reminds one of old England, especially, perhaps, of Buckinghamshire or Oxfordshire.

We owe these first founders another large debt of gratitude

for the way they planned the campus and laid the foundations for our unsurpassed college grounds. They selected William Carvill, a competent English landscape gardener, to superintend the operation, and they seem to have given him a pretty free hand. He must have had a touch of genius. We have had now a hundred years of pure joy over the planting and planning of his wise mind and skillful hands. Hardly less important for the future of Haverford was his introduction of the game of cricket to the new institution. While he was shaping the character of our lawns he was teaching the first groups of students to bowl and bat in his own beloved national sport. There ought to be a memorial tablet on our grounds to William Carvill. He builded greater than he knew.

The famous osage orange tree near "the sunken garden" by the Library is one of William Carvill's original plantings. So also is the noble specimen of arbor vitae in the garden itself. All the children who have grown up on the Haverford grounds during the last hundred years have had the thrill of teetering on the branches of the osage orange. It sprawled out after the manner of its kind and has for many years lain on its side like a wounded giant, so that there are "teeter branches" of every height to suit the varying ages of the growing child. Both of these trees have also sheltered the lovers of many generations and they are endeared in hosts of memories. The "umbrella tree" which was the most stately denizen of the Serpentine walk, when that was in its glory, was also one of Carvill's plantings. Many students had carved their names on this "old faithful" and there, again, boys' names were linked with names and memories of beloved maidens. This tree was laid low sometime since the Great War, in a violent storm. From the Meeting House Bridge to the old Railroad Station where Professor W. H. Collins' house now stands, ran a magnificent arbor vitae hedge which belonged to the original landscape work of Carvill. Mrs. Ellis H. Yarnall once wrote a poem to celebrate the beauty of this hedge, the

memory of which lingers in the minds of only a few of the older alumni.

One tree on the campus stands out in importance above all the others. That is the beautiful deliquescent elm in the middle of the quadrangle between Founders Hall and the Gymnasium. It is a scion of the original William Penn Treaty Elm at Shackamaxon on the Delaware River under which Penn's Treaty was made with the Indians. We owe this tree, not to Carvill, but to Joshua L. Baily, a generous friend of the college and the father of five Haverford sons. Joshua Baily had two slips made from the old Treaty Elm, one of which he planted in the yard of Twelfth Street Meeting House and the other one at Haverford. The Twelfth Street tree died in its youth and was replaced by another slip which Joshua Baily had carefully prepared. The second venture was more successful and that Twelfth Street scion lived up to the period of many who are now with us. It also finally succumbed and the Haverford scion was left as the sole survivor of the ancient monarch by the Delaware. It is a beautiful tree, marked with singular grace and it happily links Haverford with the Founder of the Colony. About 1920 Thomas Meehan, the well-known nursery man in Germantown, made slips from our Shackamaxon Elm and seven of these grandchildren of the Treaty Elm were planted in a group on the slope of lawn between Barclay Hall and the six great tulip poplars which remain from the days of Carvill.

Some of our readers will remember a mighty chestnut tree which used to stand a little to the west of these tulip poplars. This was a remnant of the virgin forest. It was there before William Penn landed and was spared by a succession of kindly woodsmen. It was laid low, not by storm as was the fate of the "umbrella tree," but by an invisible enemy, the chestnut tree "blight," which played havoc with many another splendid chestnut on our lawn. This particular tree which I am lamenting was over fifteen feet in circumference. Some of us remember a great oak whose top and branches shaded the western windows of

South Barclay. This tree which dated from Carvill's day had a deep gash in one side of its trunk. The "gash" was made by a wood chopper who was ordered by the master-builder of Barclay Hall to cut it down. President Thomas Chase arrived on the scene as the chips were flying and when the tree seemed doomed. With powerful voice the President ordered the ax-man to stop just where he was and insisted that there was no man on earth who had authority to destroy that tree. The deep gash, however, sowed the seeds of disease which ended the life of the oak about forty years after Barclay Hall was built. I have run ahead of the date in hand but all that has been said here buds out of Carvill's plantings.

CHAPTER II

A GOING CONCERN BUT WITH DANGER AHEAD

IT WOULD appear that none of the original founders ever contemplated building a college in our sense of the word. What they had in their minds was the creation of a school of very advanced grade. They were men of simplicity and modesty and they could not even remotely have considered using a high sounding title for their institution that would seem to give it a rating or a reputation on ahead of its actual attainments. They were the type of persons who preferred *to be* rather than *to seem*. There have been so many schools in America ambitiously named colleges and so many colleges ostentatiously called by the high-sounding title of university that it is a satisfaction to find a genuine college modestly called a "school." The old-time Quaker simplicity, sincerity and restraint were qualities of life for which we cannot be too thankful as we review the *real assets* of Haverford. As a matter of fact, the institution from its very beginning was, in its line of intellectual work, of collegiate grade. It was no empty boast that its courses of study were to be "as extensive as in any literary institution in the country." Joseph John Gurney, the famous English Quaker who visited the School in 1838, in a letter to Amelia Opie, gave an appreciative account of the new institution which he called "a college for the education of an older and more opulent class of lads."

The founders hoped to improve the intellectual quality of the members of the Society of Friends and especially they aimed to raise the standards of ministry in their small religious body. By

their religious principles they could not conscientiously establish a theological seminary, or a definite training place for ministers as a class apart by themselves. What they did hope to do instead of that was to raise the intellectual and spiritual level of the membership and thereby to make it possible for a truer and nobler type of ministry and of religious leaders to emerge. These founders were animated by the same aims and aspirations which led the Puritans of the New England Commonwealth to found Harvard College.

The Board of Managers experienced considerable difficulty in securing their charter of incorporation from the Legislature of Pennsylvania. It is not easy to discover what the real obstacle was. There is nothing on any records that supplies the clue to the opposition. In any case, the Committee on Charters of the Legislature of 1831 reported against the application of the Managers. It was alleged that the reason for this action was the decision of the Association to confine the new institution to the sons of a single religious denomination. But charters were frequently given to Roman Catholic institutions and to Presbyterian institutions and it is obvious that this was a spurious ground of objection. The basis of objection to the charter kept shifting from one alleged difficulty to another. To use the striking phrases of that generation, the petitioners were called upon to "exercise their situation," which in their *patois* meant, "to dwell in everlasting patience," as the elusive legislators put them off with pretext after pretext. At length they became convinced, whether rightly or wrongly, that the real trouble was coming from influential Friends of what they called "the dissident body," who objected to the use of the word "Friends" in the proposed name of the new institution. Thereupon the managers changed the title of the Corporation to the "Haverford School Association," leaving out the word Friends, and then all opposition faded away and the charter was granted.

"Founders Hall," our first beautiful colonial building in the midst of an extensive campus, surrounded by a more extensive

farm, was begun in the summer of 1832 and was finished in the autumn of 1833. It was 110 feet long, 28 deep, three storeys high, with wings at each end, 50 feet by 28 feet, at right angles to the main building. The central building of the Hall contained 64 small rooms, nine feet by five and a half feet on the second and third floor for the students' quarters. This original building has grown from generation to generation, like the Constitution of the United States, by additions to meet the new developments. It is interesting economically to note in passing that the farmer who leased the college farm for \$500 a year agreed to furnish milk to the institution for three cents a quart, skimmed milk for two cents and butter for seventeen cents a pound!

The foundations of the invisible college were as carefully and as magnanimously laid. We mean by the invisible college that viewless structure of solid ideals, aims, aspirations, standards of scholarship and passion for sincerity, truth and honesty which have always characterized this college. Chaucer's great line, "Truth is the highest thing that men can keep," has always been on the banner of Haverford. A concern for the life of the spirit dominated every founder, but with all their religious zeal they had a high respect for individual freedom and initiative, and they allowed the students from the first in large degree to be captains of their own souls. We cannot be too grateful for the fact that from the very start they put the intellectual standard far above the average level of the educational institutions of that period. They contracted for milk at three cents a quart, skimmed milk at two cents and butter at seventeen cents a pound, but in the realm of the mind they set no such penurious valuations.

The School opened on the 28th of October 1833, which is our actual birthday. The "Council," as they called the faculty in that early period, had been chosen with extreme care and with profound concern. Samuel Hilles of Wilmington, Delaware, was the first Superintendent, a title which covered the duties of Principal or President. He was a man of breadth and liberality. He also had refinement and culture, what his contemporaries called

"urbanity." He represented, too, the best type of Quaker thought and character. There was gentleness as well as strength in his nature; sweetness as well as depth. He had the confidence of the solid part of the Society of Friends and he was a good selection as guide and pilot of the adventure.

Daniel B. Smith, who was to become Superintendent in 1843, was probably the outstanding member of that early faculty. He was "teacher of Moral Philosophy and English." His students looked back on his life and work, and thought of him as the wise master builder who laid the intellectual foundation of Haverford. They compared him to Thomas Arnold of Rugby and they counted their lives fortunate—*felix*—to have had such a bold and inspiring teacher. He took a very broad attitude toward scientific studies and he was himself a liberal scholar. He was a stern disciplinarian, but absolutely fair, square and just. There was a kind and generous spirit underneath the firm hand and that combination has been throughout the hundred years a characteristic trait of the men who have guided the destinies of Haverford. I used to know and can still remember some of Daniel B. Smith's students. They were devoted to their great teacher and they would say enthusiastically: "He moulded us; he *made us*. It is no wonder that we love his memory."

He received his literary education at Burlington, New Jersey, in the famous school taught by John Griscom and afterwards he studied pharmacy and chemistry under John Biddle of Philadelphia. He was one of the founders of the College of Pharmacy. He was one of the three citizens who originated the Apprentices' Library of Philadelphia. He was one of the original corporators of the Old Philadelphia Saving Fund. He helped to found the House of Refuge for Juvenile Delinquents. He was a member of the Academy of Natural Sciences, the American Philosophical Society and the Franklin Institute. He was also a member—one of the earliest members—of the Historical Society of Pennsylvania.

Dr. Joseph Thomas, who was born in Cayuga County, New

York in 1811, was teacher of Greek and Latin and was, like Daniel B. Smith, a distinguished scholar in that original group. He was a graduate of the Polytechnic School in Troy, New York, and he had a degree from Yale University. He was later the author of two monumental works of scholarship and research, *Thomas' Biographical Dictionary*, and *Lippincott's Pronouncing Gazetteer of the World*. I knew him intimately in his old age and the precise old man held me up on almost every geographical name that I undertook to pronounce, and frequently as well on words that were not geographical. He became one of the foremost authorities in America on diction and pronunciation. He had the heavy end of the care of student discipline and, I am afraid, he was not as good at that as he was at pronunciation.

John Gummere, who was instructor of mathematics, stood at the time in the very front rank of the mathematicians of America, his text books being more widely used than those of any contemporary teacher of mathematics. He held classes in astronomy, differential and integral calculus, and in advanced optics, as well as in the lower branches of mathematics. He joined qualities of childlike simplicity and *naïveté* to his profundity of mind. He was inclined to fall into periods of abstraction, or "brown study" when he was so far "lost in thought" that he forgot to observe the boys in study-hour, over whom he presided. In these moments of abstraction he was said always to turn down one of his thumbs. The boys counted it safe to indulge in any kind of escapade so long as the thumb was turned toward the nadir. They, however, truly appreciated their great mathematician and they called him "Agathos"—the good man.

The highest salary paid to any one of these first-class scholars was \$1500 plus a residence. The second year a marked increase was made to the faculty, the distinguished new scholar being another Gummere—Samuel J. Gummere—who was in the course of time to be President of the college and father of Francis B. Gummere. The Library, which has become such an indispensable part of our college life, was begun at the very opening of the

institution, and collections also for mineralogy and "natural history" were enthusiastically made. Nearly all the early students of Haverford became "collectors" in some field of scientific interest. In 1839 a small frame building was erected and fitted up for an astronomical observatory, which was the beginning stage for what was for many years to be a major interest at Haverford. The pillar on which the first telescope stood is still an object of interest on the campus.

There were twenty-one students at the opening. They were as follows: B. Wyatt Wistar, Henry H. Collins, Alfred M. Collins, John S. Haines, J. Liddon Pennock, Dillwyn Smith, William Yarnall, D. Offley Sharpless, Charles L. Sharpless, Samuel B. Parsons, William Gummere (son of John Gummere), James A. Morgan, John Howard Lewis, William S. Hilles (son of Samuel Hilles), Benjamin R. Smith (son of Daniel B. Smith), Clarkson Sheppard, Joseph Walton, Francis T. King, Robert Canby, Edward Tatnall and J. Dickinson Logan. Among these first students there were some who were to become distinguished in later life, perhaps none more so than Francis T. King of Baltimore, who was to become one of that notable group of men who were the pioneer builders of Johns Hopkins University and at a later period of Bryn Mawr College.

One of the first students, whose name is unknown to us, kept a Diary and he has preserved for us intimate facts and impressions of a hundred years ago. Of that opening day in October 1833 he wrote: "The greater part of the day was spent in inspecting the arrangements in and around the establishment, and general satisfaction was expressed by the party. A number of the students wandered to a neighboring mill pond, and were pleased to find it to be of sufficient size to afford in winter the pleasure of skating, an amusement to which boys are so partial. Toward the close of the day, most of the company retired (i. e. the parents and visiting friends), leaving those who were to remain at the Institution to their own reflection." The "reflection" indulged

in on the first evening after the "retirement" of parents, did not have its origin in 1833, nor did it cease then.

The severe attitude which prevailed toward music in those primitive days of the institution comes to light in the Diary as follows: "The prohibition of both vocal and instrumental music seemed at first unnecessary to those who had previously been accustomed to it, but as it was the particular desire of the Managers that no music should be introduced into the School, it was almost, if not entirely, omitted." The exclusion of music at this period of Quaker history was a relic of the puritanic piety which the members of the Society of Friends inherited from the spiritual environment of the age in which the Quaker movement emerged. The attempt to exclude it lasted another generation and then the refining influences of education mellowed the Quaker spirit and made it more kindly disposed to the aesthetic side of life. But there never was a time, even in that first year, when music was not "smuggled in" by the lively-spirited youth.

The type of examination that confronted the student in the early days of the institution was unusually stiff and serious. It took the form of what today is called a comprehensive examination, covering the entire field of the students' knowledge. The Diary of the student already quoted, sets it forth thus: "It is expected that the examination will continue for three days, and that each student will be able to answer any question, or prove any theorem, that shall be asked him, which occurs within the bounds of what he has pursued. And in addition to this, the second Junior Class have to prepare an essay, or piece of Composition, on subjects given them by their Preceptor in that branch of study, which they are to read before the Managers."

It is not surprising that the diarist felt forebodings as the time of test drew on and wrote his feelings down for us to read: "As it (the examination) approaches, it grows more ominous to all, and even the most proficient cannot but look forward to it with anxiety and fear, heightened by the pleasing solicitude, that those qualities modestly known to themselves, may also become known

to others in the most propitious manner. And on the contrary, to those who have not this confidence, it presents a scene proportionally terrific."

The first "commencement" was held in the summer of 1836, when Thomas F. Cock of New York City, who had entered in 1834, and Joseph Walton of Philadelphia, graduated. They were both present at the semi-centennial of the college in 1883 and were rich in reminiscences of the first years of the Institution. Joseph Walton was for sixteen years Clerk of Philadelphia Yearly Meeting (1881-1897) and he was Editor of *The Friend* from 1879 to 1898. The attendance at the School in the summer of 1836 reached seventy-six while the catalogue for the academic year of 1837 lists seventy-nine students, which was the largest number in attendance at any time before the building of Barclay Hall in 1876.

The Loganian Society, named after James Logan, an intimate friend of William Penn in the early colonial period, was founded in January of 1834 and became one of the most important organs of Haverford culture, outside of the work of the curriculum itself. It covered many lines of intellectual interest, but its central feature was literary and forensic. The first actual meeting of the Loganian was held on the 5th of February and Daniel B. Smith presided over it. The constitution was adopted and the work was launched with enthusiasm. The "Diary" of the student who has already given us his reflections says that "the object of the Society was the improvement of its members in the various branches of Natural and Civil History, the former to be accomplished by the appointment of standing committees to investigate its various branches and make report to the Society of their investigations, the latter by raising funds for the purpose of forming a Library to be devoted chiefly to such history."

It is apparent from the records of the Haverford College Library that the first books presented to the library were the gift of Elizabeth Pearsall. Book No. 1 in the library is William Sewell's *History of the Quakers* (London 1725). No. 2 is George Fox's *Journal*

(London 1765). No. 7 is the *Select Works of William Penn* (London 1771). In two of these books appears the following inscription: "Presented to the Haverford School from Elizabeth Pearsall, 10 mo. 24th, 1833." *

To meet the practical scientific spirit of the place a greenhouse was built in 1834 so that the students could raise their own botanical material and could cultivate their own garden-plots. We still preserve the fine old archway of that early greenhouse, which accidentally burned down in 1855. There was a wicked theory that the fire originated perhaps from a match dropped by a student who was "playing cards" there in the evening and presumably "smoking!" This was probably only a slander originating in someone's imagination. The destruction of the greenhouse led to the adoption of a carefully planned system of fire protection.

An ambitious plan was formed in 1837 to publish a printed monthly periodical as the literary organ of the Loganian Society, but it was, alas, "still-born," and the years had to wait for a worthy periodical publication. "The Collegian," however, which was begun in 1836, was revived and expanded in 1838, and became for many years the foremost literary organ of the institution. It was written, not printed, and it contained the best creative work of the members of the Loganian Society, the productions being first read at the meetings of the Society, and then bound for preservation in the Library. The entire "set" is available for present-day readers, but the volumes, I am sorry to say, are unthumbed and unworn.

How advanced the intellectual work at this early stage of Haverford's life really was may be seen from the books that were used in the upper courses. I have already spoken of the work in calculus and optics. In metaphysics the seniors were

* Elizabeth Collins was born 12 mo. 13, 1776, and died 11 mo. 11, 1857. She was married in 1797 to Robert Pearsall. Her granddaughter, Henrietta W. Pearsall, is at present (1933) a member of the Corporation of Haverford College. From the date of the above inscription it appears that these books were presented to the school just four days before it opened.

taken through Dugald Stewart's *Philosophy*. They studied Vethake's *Political Philosophy* and Story's *The Constitution of the United States*. In ethics they had Dymond's *Moral Philosophy*, which lasted on into modern times. In Latin the seniors read Longinus' *De sublimitate*, and Tacitus' *Germania* and *Agricola*; in Greek they read the *Medea* of Euripides.

In spite of the apparent success of this striking Quaker adventure in education, one can see between the lines that all was not going well in the new institution on "the Main Line." The reports of the Managers were doleful. A college, like an invading army, is dependent on what we happily call "the sinews of war"—the economic budget. And all the time the Haverford budget was balancing on the wrong side, or, as we should say today, "was going into red." Not only did none of the investors get any dividends, but they began to note that a burden of liabilities was piling up. Enthusiasm waned. The meetings of the Board began to be badly attended. A quorum could seldom be secured and the little group of faithful men who gathered to direct the destinies of the tottering structure met and sat under the shadow of a growing debt. Rigid retrenchments were made. The little nucleus of determined Managers, within the larger Board that was becoming disillusioned, made generous contributions out of their own pockets. The teachers with their meagre salaries, but with an unlimited loyalty to the cause, gave sums ranging from \$100 to \$300 out of their scanty incomes to help keep the institution afloat.

There were two reasons for this unexpected collapse. One of those mysterious financial depressions that have periodically recurred in American history was sweeping over the country. The succession of mercantile failures in New York City was staggering and produced a kind of contagion of fear and financial "complex." There was a spirit of *sauve qui peut*. Everybody pulled in and retrenched. Families that had been affluent became penniless. Luxuries gave way to necessities. Education seemed less important than food and clothes and it naturally suffered.

Another reason for the difficult situation was the severe restriction of Haverford to members of the Society of Friends. The rank and file of the membership had not discovered the importance of advanced education. It seemed to many to be a subtle form of what they used to call "creaturely activity." Only a few parents of liberal culture appreciated what a course at Haverford meant in the life of a young man. They were practical people. They were generally satisfied with the short course of study available at Westtown or at Nine Partners School in New York or at the Friends School in Providence, Rhode Island. More than that might unsettle a boy, turn his head and unfit him for the routine tasks of life. In any case, one could get on pretty well in this "vale of mutability" without calculus or optics or Dugald Stewart's Philosophy!

Before the financial pinch came a number of families had caught a higher vision and had begun to aspire for something better for their sons. Boys had come to Haverford not only from Pennsylvania and New Jersey, but as well from New York, Maryland, New England and North Carolina. But at best there was small surplus of money in most of the Quaker families outside Philadelphia and New York City, and when the wave of depression swept over the land the boys had to stay at home and help keep things going. Board and tuition had been, at the peak, \$220 a year, but to meet the pressure it was reduced to \$200. Even that was too much for most Friends and the source of income kept drying up. At the end of 1838 the debt was \$17,400 which was practically what the entire grounds of the institution had originally cost. It seemed then an appalling sum. The next year it had reached the sum of \$19,500 with interest all the time accruing.

A Friend named Nathan Dunn of worthy memory in 1840 gave the institution what was then the munificent sum of \$20,575 and two years later Thomas P. Cope generously gave somewhat over \$5,000. One would have thought that these gifts would have brought courage to the hearts of the Managers, but they saw no

future hope of balancing budgets and they did not take kindly to a business venture that could not run on its own steam. These men were not so much *timid* as they were *practical*. All their lives they had listened to the Quaker "Query" which was asked with much solemnity like a refrain in music, "Are Friends careful not to engage in business beyond their financial capacity to manage?" Here they were, in violation of that time-honored "Query," responsible for an institution that could not finance itself. The amount needed annually to square the budget seems today a trivial amount, but it seemed to them large, for they had not learned yet that institutions of higher learning cannot be expected to "run on their own steam," let alone pay a dividend to the stock-holders!

At length in the summer of 1845 the Managers took the drastic step of temporarily closing the institution to await happier times. Meantime, there was to be a profound searching of hearts "as with a candle" to discover how the plans could be revised and "the sinews of war" found for trying the adventure again with more encouraging results. The "suspension" lasted three years, but those years were not quite an empty gap, to be thought of as "time out," or "time off."

CHAPTER III

REVIVAL AND EXPANSION

THE Managers saw pretty clearly, as they studied the causes of their failure, that the restriction of students to those in membership in the Society of Friends had been one of the heaviest handicaps. They decided to widen out their range of admittance by including in their future lists those who either were in some way connected with Friends or who desired an education in a religious atmosphere and one infused with Quaker ideals. The well-fixed idea of that period that education should be "guarded" and that it was a means to an end rather than an end in itself yielded only slowly. In the case under consideration it was not so much enlarged views that won the day as it was the stern, cold fact that financial failure threatened to defeat the sectarian experiment. If the experiment was to go on at all it had to be on broader lines.

It proved difficult to change the Charter of the Corporation so as to make the scope of the institution more inclusive, but by Act of the Legislature it was accomplished, and the amended Charter was approved by the Governor of the State in January 1847. The new Rule of admittance was framed so as to accept the sons of those who "professed with Friends," and others who desired to be educated "in conformity with the principles and testimonies of our religious Society," which while a broader scope than formerly was yet not broad enough as time was to show.

Having settled the basis of admittance to the institution on these broader lines, the Managers set to work on the no less

important task of securing a permanent endowment. It was felt that a capital fund of \$50,000 was the least amount that would insure safety in reopening the School. The money came in slowly, for Friends had not yet acquired the habit of contributing freely and generously for the maintenance of educational institutions. The movement to secure the endowment came to a stand-still after about half the necessary amount was raised and might never have succeeded—might not have “gone over the top,” as we say today—if it had not been for the efforts of the “old scholars,” who were the output of the first twelve years of the life of the School.

A little group of these “old scholars” at the moment when the outlook was darkest (December 19th 1846) issued a call for a meeting of the old Loganian Society at the School, with a day of sport and fellowship amid the beloved scenes of their school days. Ninety old students responded to the summons, some coming from as far away as New York and Baltimore. They played their old games with keen enthusiasm, ate an excellent dinner together (which no doubt helped the project) and then held a stirring session of “The Loganian.” They expressed their “sincere regret” over “the continued suspension of Haverford School,” and they pledged themselves to use “their best efforts for the advancement of the institution.” Each one present agreed to “endeavor to raise at least fifty dollars” toward the endowment. One of the number, Isaac S. Serrill, who had entered the School in 1834, gave the Loganian “oration” on this occasion, and this address, printed under the caption of “Haverford Revisited,” thrilled both those who heard it and all the other “old scholars” who read “the delicate witchery” of Serrill’s eloquent story.

Among those appointed at the Haverford reunion to secure additions to the Fund was a young man to whom we of the later years owe an immense debt. This was Thomas Kimber, Jr. He was the son of Thomas Kimber who was one of the “founders,” and a Manager from 1830 to 1865. Thomas Kimber, Jr. entered the School in 1838 and graduated in 1842. The col-

lege conferred the honorary degree of Litt.D. upon him in 1887. He was chairman of the sub-committee of the larger Committee on Endowment to secure contributions from Friends in New England. He was extremely successful in his "invasion" of New England. He got a small subscription from the venerable Moses Brown of Providence, the founder of the Friends School, now Moses Brown School in that city, and he secured a very large one from George Howland of New Bedford. This wealthy Quaker "whaler" was by far the most generous contributor to the new "Haverford." His first gift was \$10,000 which he later increased to \$13,500 and he promised \$500 to help liquidate the debt. The next largest gift was \$4,000 given by each of two Friends, Josiah White and Richard D. Wood. This "princely" gift of George Howland, coming as it did in the hour of crisis, turned the scale and saved the day. We are so blasé and accustomed to large figures that it is easy for us to overlook the importance of this generous contribution from New Bedford, but the significant point is that it made the new Haverford possible. The full amount required and a little more, was finally rolled up by the active young workers and the School could start again with rosy prospects. Nobody can ever predict what would have happened in the course of history if what did happen had not happened. But it is not humanly possible to see how the Haverford experiment could have gone on, how our Haverford could ever have been, without these two men, Thomas Kimber, Jr. and George Howland. When we make up the list of the shining names in our annals, these two men must be starred in that list.

The date of reopening was May 11, 1848. Twenty students, one less than in 1833, assembled for the new venture. There was an entirely new "Council" of instruction to guide them. Lindley Murray Moore was the Principal. He was a native of Nova Scotia, well educated, though without college degrees, and with a long experience as teacher in the best Quaker schools of the time. Hugh D. Vail taught the mathematics and sciences, and Joseph W. Aldrich was classical Master. Hugh Vail was a strik-

ing personality. He had in his younger days dressed in fashion, with a coat which Friends called a "Babylonish garment." He possessed a quick and agile mind, clear judgment, and remarkable ability in imparting his information. In other words, he was "a great teacher." His exact information covered a wide range. He could fill a "settee" as well as a "chair." His mathematics included the whole field of science, especially physics and astronomy. He holds beyond question a worthy place in Haverford's long line of famous mathematicians. In 1850 he was offered the Principalship, but he declined it.

Joseph W. Aldrich (A. M. Haverford 1859) received his early education under the famous Dr. John Griscom at Friends School in Providence. He entered the Senior Class at Haverford in 1843. He had been engaged in teaching under Samuel Alsop in Wilmington, Delaware in the interim and came back to Haverford with a mature mind and an excellent scholarly background. The new "Council" was a small faculty but it was adequate for the twenty students and it had in quality what it lacked in quantity, though it perhaps hardly ranked on the high level that was reached in the opening period of 1833.

The advance in the attendance of the school was steady and brought courage to the hearts of the Managers. The winter term of 1848-9 enrolled thirty-six students, among them the famous "Smiley twins," Albert and Alfred, from Vassalboro, Maine, two men who were to have future careers of large importance. Albert K. and Alfred H. Smiley, two indistinguishable twins, were successively Principals of Oak Grove Seminary in Maine, of Friends School in Providence, Rhode Island and founders of the famous hotels at Lake Mohonk and Lake Minnewaska in New York.

Haverford opened in 1849 with forty-five students on the roll and already the Smileys were added to the teaching force while they were still in the student body. The winter term of that academic year carried the attendance up to fifty-seven and a year later it leaped to sixty-seven, an almost threefold increase in two years.

In those early years of the reopened school, two men who were among the students of that period were to have a striking future transforming effect upon the Quakerism of the middle west. They were Dougan Clark who came to the School from North Carolina in 1849, remaining at Haverford until 1853. The other man was David B. Updegraff who came from Mount Pleasant, Ohio, in 1851 and remained only one year. These two men who were intensely religious and extremely evangelical in their faith swung as far away as possible from the quiet interior type of Quakerism which prevailed at Haverford in their day and became the foremost leaders of an evangelical type of Quakerism which came into wide-spread vogue, especially in the middle west in the 'seventies and 'eighties of the last century. They were powerful revivalist leaders, striking innovators and men of mark in their generation. A western Friend who shared in their peculiar type of Quakerism asked President Sharpless at a later day why Haverford never produced any religious leaders. "Are not David Updegraff and Dougan Clark religious leaders?" President Sharpless humorously asked. "Of course they are, but they were never near Haverford," the man replied. "Oh yes they were," said Isaac Sharpless, "they are distinctly Haverford products!"

The Loganian Society became once more in the new Haverford the centre of literary activity, and the files of the "Collegian" reveal better than any other index the intellectual caliber of the student body. Professors and students met together in the exercises of this Society. They were pitted against one another in debate and they contributed jointly to the columns of the "Collegian." A critic was appointed to review the speeches and papers of the preceding session and through this frank and searching examination of their efforts the students learned how to speak and write and fill the rôle of critic. The spur of ambition, the keen interest and enthusiasm which everyone felt for the beloved Loganian made them eager participants.

Cricket, which became the major Haverford sport in the first

stages of the life of the School seems to have lost its standing before the suspension-era. We hear much more of football, that is, literal *football*, than we do of cricket in the 'forties. So, too, when the revival came, football was the leading sport with town-ball a good second. But the "old scholars" had not forgotten the game which William Carvill had taught them and in the 'fifties cricket had a vigorous second-birth. It owed its "return" primarily to the influence and the "coaching" of an English tutor in Dr. Lyons School, which was situated on the other side of the railroad from the Haverford School. Cricket was reborn a very virile and vigorous offspring and soon had the complete right of way in the field of sport, barring the winter skating. Those of us who can remember how these "old timers" could skate will grant that they raised this winter sport to a fine art. In the early flush of cricket enthusiasm two cricket clubs were formed, named the Delian and the Lycaeans and soon after the even more famous Dorian Club,—"the immortal Dorian" as its members loved to call it—saw the light. The Delian and the Lycaeans consolidated under the name of the "United Club" in the hope of conquering the irresistible Dorian, but naturally it was doomed to defeat with such an unclassical name. The Dorian marched on to victory and became for half a century *the* college cricket club.

Another great event in the 'fifties was the founding of the Alumni Association. The "old scholars" had taken a most important part in saving the life of the institution in its evil days and the new Association was, with the years, to become one of the supreme assets of "the dear nursing mother." The class of 1851 took the initial step toward creating the Association. Soon after their graduation they met and decided to hold a reunion of their class at commencement in 1856. Before this event occurred some members of the class decided to expand the idea and include other "old scholars" in the reunion. The occasion was a pronounced success and from it, through the work of a committee appointed during the reunion, the Alumni Association emerged. The first regular meeting of the Association was held

at Haverford July 28th, 1857. Alumni have not always promoted the highest ideals or the noblest intellectual aspirations of American institutions. They have in some instances been responsible for spectacular and commercializing tendencies. In a high degree this Alumni Association of Haverford, which was born in 1857, has had a profound influence in shaping the genuine development of the college.

One of its first pieces of creative work was to lay plans for the building of a new hall on the Haverford grounds to be called "Alumni Hall." The collection of funds moved slowly and years passed before the dream was realized. It was in the end largely due to the labors and generosity of Thomas Kimber, Jr., to whom so many forward steps at Haverford were due, that the Hall became a fact and that it became the home of the college library. The name "Alumni Hall" has long since faded away, but in the building which "the old scholars" gave their Alma Mater the Library has for more than half a century been beautifully housed.

Meantime the idea had been nourished in fertile minds that the School with its extremely advanced curriculum, should be quietly transmuted into a full-fledged college. The change was largely due to the leadership of a new and quite remarkable scholar who had come to Haverford from Harvard and who was to be one of the foremost creators of our college. This man was Thomas Chase, who came as classical Master in 1856. He had won distinct fame at Harvard for his scholarship. He had received his Master's degree and had served his apprenticeship as a tutor at Harvard, having at the time been the teacher of Phillips Brooks. He had travelled abroad, had visited Greece and had written his charming little book "Hellas" and he brought a new depth of scholarship and breadth of culture to Haverford. On his way home from Greece he had visited Mrs. Browning and she put into her poem, *Aurora Leigh*, then being written, two sentences which he spoke when he presented her with a bouquet of flowers picked on Mt. Parnassus:

"No one sings,
Descending Sinai: on Parnassus-mount
You take a mule to climb, and not a muse."

At about the same time other men of refinement and learning were added to the "Council." The most striking names in the new group of leaders and guides were Joseph G. Harlan, Dr. Paul Swift and William A. Reynolds. Reynolds who had made a great reputation at Yale University as a classical scholar came in 1853 but remained only two years. He prepared the way for Thomas Chase. Dr. Paul Swift was a unique figure in the life of the institution from 1856 to 1865. All the "old scholars" of that period were full of reminiscences and stories of his personality and eccentricities. They loved him, too, and admired him and owed not a little to his guidance and formative influence. Joseph Gibbons Harlan who was the first President of the college under its new charter though he bore the more modest title of "Principal," was loved with a quite unusual affection by all the students of that time. Unfortunately the good man was cut off in the greenness of his years and only lived to be president for a few months. His portrait in the dining room shows a luminous face, full of beauty and charm, as it is full of youth.

Those of us who are old enough to bridge the long span of generations have heard many descriptions from the old alumni of the glory of these years when the "college" was in the throes of gestation and birth. I used, as a young student, to half believe that the only "golden age" of Haverford was this period behind me of which the old Homeric heroes constantly "chirped" when they came back to us in the 'eighties as full of gossip as were the old men in the Iliad. They talked of their amazing cricket matches as though the gods and goddesses of Olympus had sat on the benches and watched the bowlers and batters work their daemonic wonders with balls and willows. It was the same way with the meetings of the "Loganian." Such debates! Such essays! Such poems! One was fain to believe that most of the actors of that golden period must have died young otherwise

there would have been another galaxy of stars like that in the long line of English literature. There were Burkes and Miltons. There were Shelleys and Byrons. There were Pitts and Websters. And yet they somehow never "arrived" in the real life that followed their college years!

As a matter of cold, unadorned fact those years at Haverford "before the war" were without question high-level years. It was a college in quality and spirit long before it was one in name. William Reynolds brought with him from Yale "the scenery and circumstance" of college thought and action. Thomas Chase who followed him, with his Harvard background, still more deeply infused into the minds of those with whom he worked the atmosphere and ideals of college life. They all began to talk and act like college men. Thomas Chase had a remarkable familiarity with the whole range of great literature. He was a good Dante scholar as well as a classical one and he knew the English poets from Beowulf to Robert Browning with a fine intimacy of insight and joy. He belonged to the old order of scholarship when it was possible to be a first-class expert in one field and at the same time to know something of everything in the other fields.

Another creator of the new Haverford was Charles Yarnall. He was one of the original "founders" of the old Haverford. He was for a very long term of years Secretary to the Board of Managers. He had slowly accumulated an immense stock of knowledge and with it a rare brand of liberal culture. He stood for the noblest type of Quaker faith and spiritual idealism and he became a vital part of the Haverford atmosphere. His portrait, too, is in the dining hall.

Early in 1856, the Managers took the important final step that made Haverford a college. They petitioned the Legislature of Pennsylvania to grant them the right and power to confer degrees. The request was promptly granted and the faculty proceeded to specify terms of matriculation, courses of study, the type of examinations, etc., for candidates for degrees. In accord-

ance with the enlarged scope and the expanded program Joseph G. Harlan, as we have said, was elected the first college president under the new régime. We have, however, always rightly assumed that our college was born in 1833 and not in 1856. In name it was a school in those first twenty-three years, but in intellectual quality of work and in breadth of culture it was from the first an institution of college grade.

CHAPTER IV

A NEW GENERATION OF BUILDERS OF THE COLLEGE

WE HAVE seen that the college was hardly launched as a degree-conferring institution when Joseph Harlan, the first president, from whom great things were expected, was taken away by death. There was an interim of six years before a new president was appointed. During this period the college was directed by a Superintendent, or a Principal, or more properly, by a committee of the Managers, a method of management which died slowly and died hard, though it seems always to have brought confusion, lack of order and loyalty, and, quite obviously, unsatisfactory results. It would hardly be fair and just to state the cold fact about this period of "long arm" management, without a word of praise and appreciation for the devotion of the men who handled the affairs of the college in this critical time.

The confusion and failure that resulted were due not to the quality of the men who were acting as pilots in the absence of a captain, but to the sheer impossibility of having a college directed and disciplined by a group of men living at a distance, immersed in their own business affairs and getting their facts and impressions of college happenings by hearsay and half-and-half reports. Matters of college discipline are delicate and difficult enough when they are in the hands of an understanding expert—a technician—who is on the grounds and who is in complete contact with the lives of the men for whom he is responsible. These city Managers were called out to the college *ad hoc*

to deal with matters which they only dimly understood and their decisions often seemed to the students at the time to lack insight and comprehension. And yet these men took uncounted hours from their own affairs, drove out to the college whenever they were needed, patiently investigated complicated situations and bore without complaint the criticisms and the heart-burnings that often followed their honest attempts to do right.

In 1864 Samuel J. Gummere was appointed to the position of President of the college, after having for two years borne the title of Principal. Unfortunately the Managers had not even yet learned that presidents of colleges must possess the full powers of administrative direction. They continued for some years the awkward and inefficient policy of invisible control and long-arm management. It was in the dark days of the Civil War that the new President began his administration. He was destined to inaugurate a new era in the life of the institution. He was at the time of his appointment just over fifty years of age. He had taught for a brief period in the early days of Haverford School and then he had joined his father in the management of a successful school in Burlington, New Jersey, where he remained until his return to Haverford in 1862. In earlier life, before he came to Haverford the first time, he taught in the then newly founded Friends School at Providence, Rhode Island, where Pliny Earle Chase, who was to be one of the great lights of Haverford, was one of his students.

President Gummere, like his father John and his son Francis B., was a genuine scholar. His range and facility in mathematics were quite remarkable in one who had never had the advantage of university training. But he was equally well grounded in classical languages and the humanities. He had been taught his Greek and Latin by a brilliant Yale scholar named William Strong. He not only mastered the grammar and technique of these ancient languages, but he gained as well a rare appreciation of the noblest literature of Greece and Rome. He was *saturated*, as his students used to say, with his knowledge of his much

beloved Horace. I have heard one of his "old boys" tell how when he as a student was filing by the President after morning "collection" in the line of college students, he would put his finger on a difficult passage in some classical author whom the class was reading at the time and ask Samuel Gummere, as he passed by, how to render it. Without stopping a moment to go back for the setting of the passage, the President would give it to him in excellent English and with the necessary clarification of the construction that had made the passage difficult to translate. His scholarship was recognized by a Master's degree from Brown University, and also by an election to the American Philosophical Society. He was invited to accompany a scientific group who went to Iowa in 1869 to observe the eclipse of the sun of that year. He was, too, very highly gifted with the rare power of lucid exposition, and consequently he was a great teacher. Above everything else he was a *good man*.

He came into the administration of the college at a time when the discipline and *morale* of the institution were at a low ebb, and he was greatly hampered throughout the early part of the period of his presidency by the attempt of the Managers to continue their system of government of the college at long range. President Gummere was quiet, modest, reserved, but at the same time he was possessed with a deep and subtle humor. He was profoundly loved by his students and he left his mark upon them for good. As has been the case so often in the life of Haverford, here was a man who was a remarkable union of the *scholar* and the *teacher*. He both knew his subject, and he knew how to impart and transmit his learning. He also had good gifts as an administrator as was shown when he had a real chance to direct the affairs of the college.

On one occasion the Managers came out to the college and investigated in their own way a case of petty student disorder. They fixed upon a certain student as the inspiration and instigator of the trouble and they decided upon his "suspension" from the college. He was one of the best students in college. He

was morally sound and above reproach. The Managers, however, informed the President that they had decided to have him "suspended," and they told President Gummere to write a letter to the young man's parents who were both distinguished Quaker preachers in a distant state to say that he was sent away from the college for two weeks on account of his misdemeanors. At the end of the two weeks the student returned from his "vacation," which he had spent with much satisfaction in a not very distant Friend's home, and President Gummere called him to his office. "Here is a letter," he said to the student, "which the Managers told me to write to thy father and mother. Fortunately they did not instruct me to *send* the letter; they only instructed me to *write* it. I did so. I thought perhaps thou would like to keep it as a memento of this experience. Thou canst send it to thy parents or not as thou likes!" In later years that man who had become Head Master of one of the great schools of Philadelphia would never tell this incident without having tears run down his face, and his love for his old President knew no bounds.

These years from 1863 to 1874 under the guidance of this refined, broadminded, genial, just man were years of great importance in the life of the college. It was steadily growing in depth and breadth. It was customary in the good old days of President Gummere's régime to allow the students in their examinations for degrees to do extra work beyond the questions actually given and grades for this extra work were added to the student's mark. In the class of '63 Joseph Pinkham had the novel record of ten points more than perfect! He had a grade of 110% on a scale of 100%. Thomas J. Battey who became in his closing years "the oldest living graduate" and who died in 1930, was second in rank in the same class with an average of 107%.

At the time of the inauguration of President Lincoln in 1861 the students at the college got word that the President was to pass the college in a certain Pennsylvania train and they all lined up on the bank of the railroad track (now Railroad Ave-

nue) near the Meeting House Bridge. The great President came to the rear of the car, wearing his famous cape and tall hat, and gave the students a sweeping bow. Thomas J. Battey happened to be sitting apart from the rest, not far from the old railroad station and he had a bow from the President all to himself in solitary grandeur.

There were some important men added to the faculty in the period of President Gummere's administration. One of the most famous scholars on the faculty at this period was Professor Edward D. Cope who had received a Master's degree from the college in 1864. He lived to become one of the most distinguished zoologists of his time and with a fame throughout the scientific world. Clement L. Smith was another scholar of high rank. He graduated in the class of 1860; studied at Harvard (1861-63); was Assistant Professor at Haverford (1863-65) and left the college to study in the University of Göttingen. He became Dean of Harvard College and a leading light in the list of classical scholars.

During the period of the two presidencies of Samuel Gummere and of Thomas Chase who followed him, the discipline and student management was to a large degree in the department of the Superintendent of the college. The Superintendent was not usually a person of profound scholarship. He was chosen rather for his religious influence and character, than for his expert knowledge, though he was expected to possess good intellectual powers. The double headed system of management was never satisfactory. The practical affairs of the college belonged to the Superintendent's office and the President planned the courses of study and proposed the members of the staff.

Wisely the Managers chose Thomas Chase to succeed President Gummere in the direction of the college. On the third of May 1875, he became the guiding head of the institution, and he entered upon his responsible task with high faith in its future. "The time has come," he wrote in his letter of acceptance, "when a vigorous and successful effort can be made to place the insti-

tution upon surer foundations, increase the number of students, enlarge and improve the accommodations for them and in many ways raise the character and reputation of the college." During the eleven years of his administration President Chase saw all these aims accomplished and he saw the clear dawn of a new day break before he finished his important career as pilot of the ship. When he took command in 1875, he was without doubt the best equipped scholar in the Society of Friends in America, and he had in his mind well matured ideals of what the college should become. He had already been for twenty years an inspiring teacher at Haverford and he had done more probably than any other single individual to raise Haverford from an advanced school to the full status of a college. He had also done much to create a genuine college atmosphere and a true college spirit.

He was born and nurtured in a cultured Quaker family in Worcester, Massachusetts. He began his school days when he was only three years old and those early steps in his education were along the lines and in the methods which Pestalozzi had formulated. He began to study Latin when he was nine and Greek when he was ten. He learned the classics in the same thorough and efficient way that prevails in the best English public schools. When he entered Harvard University he could read Cicero or Xenophon with ease and without a lexicon. He took a very strict and thorough examination for two days before matriculating at Harvard. He underwent a stiff oral examination of all the classics he had previously read and then wrote translations of four long passages from authors in prose and verse whom he had never seen. Besides that he was carefully tested in his power to put English passages into Greek and Latin.

He finished his university career as a proficient and accomplished classical scholar, of the type of Edward Everett who was President of Harvard at that time and who had a habit of reading the Greek Tragedians as part of his daily pastime. When he graduated from the university Thomas Chase had read the entire New Testament in Greek. The famous Professor Felton was his

Greek teacher and Professor Beck was in charge of his Latin work. He was as thoroughly equipped in modern languages and in English as in the classics. He studied Dante with Longfellow. He had English composition, rhetoric and logic under the great Channing. He studied zoology and geology under Agassiz and botany under Gray. He was well-trained in French and German and he learned the new German methods in comparative philology during his junior and senior years. We do not, after the lapse of nearly a hundred years, turn out many scholars who in all-round proficiency are the equals of Thomas Chase, when he took his A.B. degree.

After graduation he taught Professor Beck's Latin classes at Harvard for a year in the interim between the resignation of the latter and the coming of Professor Lane who had been appointed to succeed him. He had the signal honor of teaching Phillips Brooks and of becoming intimate with him. He was Instructor at Harvard for a year and a half more, teaching history, chemistry and Latin and then he fulfilled a long cherished dream of having a period of European study and travel. For two years and a half he eagerly absorbed the culture and learning at some of the foremost centres of Europe. He spent considerable time in Greece and Italy studying in university centres and at the sites of classical monuments and then he took a year of work with Böckh, Trendelenberg and Curtius in the University of Berlin. In Paris he attended lectures at the Collège de France and the Sorbonne. His letters of introduction from Harvard admitted him to all centres of learning. He received much attention from scholars at Oxford and Cambridge, and he returned to America, in the summer of 1855, intellectually prepared for a great career as a teacher. Flattering future prospects were held out for him at Harvard, but Thomas Kimber, Haverford's timely Maecenas, came at just the right moment and offered him a professorship at Haverford before any definite arrangements had been made to hold him at Harvard. To my mind, there are few more important events in Haverford's history than

the coming of Thomas Chase. He brought a remarkable background of scholarship and a breadth and depth of culture. He was at home in every field of learning and he helped immensely to give the college its enviable standing in the world of scholarship. He formed that close bond of affiliation between Harvard and Haverford which has through all the years been one of our peculiar marks of distinction. Ever since the coming of Thomas Chase there has been a beaten track between the two institutions. There has been an almost unbroken line of Haverford men going to Harvard for advanced work, and another long line of Harvard men who have come to Haverford to teach. Besides that, Harvard has been very generous in conferring its highest honors upon members of the Haverford faculty. Thomas Chase himself was the first in the long list of Haverford recipients of honorary degrees from Harvard. He became LL.D. Harvard in 1878. He was selected to be one of the American Committee to make the revised translation of the New Testament in 1881 and there are many testimonies on behalf of the members of that committee of scholars to the fact that Thomas Chase made a very great and important contribution to the new translation.

The human side of President Chase was as marked as his scholarly qualities. He was built on large physical lines, over six feet tall, with the right weight to balance his height. His head was very large with a broad forehead and with a powerful mass of dark brown hair and beard. He looked like the Zeus of Phidias and his students were in the habit of calling him "Zeus," or more familiarly, "Tommy Zeus." He had a fine humor and was highly gifted as a story teller. He read poetry with genuine dramatic power, especially Greek, Latin or Italian poetry. Many of us still remember his readings from "Idylls of the King" and his fine rendering of Robert Browning's "Balaustion's Adventure." He was possessed of an unusually good voice, well modulated, decidedly musical, with a wide range of expression. He had been trained in elocution at Harvard by a cele-

brated teacher and his speaking showed the effect of it. It was, however, one of his many eccentricities to lose his place when he *read* an address or a lecture. It seemed well-nigh impossible for him to have his sheets in order, and somewhere during the address there would occur the well known hunt for the next sheet!

We loved the eccentricities—they fitted his genius. We could always make him nervous and fidgety by gazing intently at his feet. He would lift them up behind the desk and go on with the class work in a most uncomfortable position. He always had to have a pencil to roll in his hands when he was scanning a Greek Chorus, but I would give a whole gross of pencils to hear him once more sounding forth the great choruses of *Antigone*. He was a deeply religious man and though he rarely preached to us, it was memorable when he did it. He took the seniors through Bishop Butler's *Analogy* and he put as much life into that old eighteenth century classic as it was capable of holding. There was a slight cloud over his life at the end of his presidency, due, as we now know, to a subtle physical-mental condition through which he was passing. As soon as that difficulty passed, he came back into the normal possession of his gifts and powers, and after a beautiful sunset period at Providence, Rhode Island, he went out to meet the great mystery. His contribution to Haverford is only surpassed by that of Isaac Sharpless whom he brought to the college at the opening of his presidency as professor of mathematics in 1875. It was, too, largely owing to the influence of Thomas Chase that Jacob P. Jones made his great legacy to the college. He told me at the time of Jacob Jones' death that he had been the only person in the world who knew that this great Jones estate was one day to come to Haverford.

There will be some of my contemporaries who were students in the closing period of President Chase's administration who will feel, no doubt, that I have exaggerated the contribution which he made to the college and that I have drawn his portrait with too kindly a hand. They saw his eccentricities and his unfor-

tunate peculiarities and they lacked perhaps the more intimate knowledge of his nobler qualities and the striking perspective of his life. It is not easy for college students to pass over the patent and obvious weaknesses of a broken man, passing through a period of psychopathic disturbance and to visualize the same man in the days of his robust and virile powers. I believe that I have done only honest justice in my account to the man whose life is inseparably built into the living structure of our college.

Great as was Thomas Chase's contribution to Haverford during the years from 1855 to 1886, the personality of his brother, Pliny Earle Chase and his direct influence on the individual life of the students were even greater. He became professor of Natural Science and Philosophy in 1871. His title was changed in 1875 to professor of Philosophy and Logic and he remained a dominant factor in the life of the college until his death at the end of 1886, at which time he was acting President. He was born in Worcester in 1820 and after a few years in the Worcester Latin School he went to the Friends School at Providence, Rhode Island, as we have seen, where he came under the intellectual influence of Samuel J. Gummere. He entered Harvard in 1835—they did it at fifteen in those days—and he graduated in 1839, receiving a Master's degree in 1844. One of the facts in his educational career which always captivated his students was the fact that he was "suspended" from the University for a boyish prank! One of his class-mates and a life-long friend in later years, was Edward Everett Hale.

Pliny Chase was a man of great learning; in fact, it seemed to us "miraculous" in its range and extent. It was said that he could read one hundred and twenty-three languages and dialects; he had an intimate acquaintance with thirty languages and he spoke seven or eight fluently. He was one of the few men living in his generation who could read Eliot's Indian Bible. His facility in the field of higher mathematics was fully as great as in that of language. In fact, he was a mathematical "phenomenon." He could perform operations with figures that were



PROFESSOR PLINY E. CHASE



positively "uncanny." He could add sums of three or four columns of figures as fast as one of us could write them on the board. He could multiply by the whole multiplier up to five digits in a single operation without ever making a mistake. He could factor, divide and extract roots almost instantaneously. I never caught him in an error though I went through long and painful calculations to test him, nor did I ever see anyone else find him wrong in any mathematical computations.

Much of his work lay out on the border line of higher mathematics in many scientific fields, especially in astronomy where he was peculiarly at home. He did much pioneer work on atomic and molecular structure, and in 1864 he received the Magellanic Prize founded in 1786, as an award for the best discovery, or the most useful invention, in the aid of navigation. It was awarded to Pliny Chase for his paper on "The Numerical Relation between Gravity and Magnetism." He contributed more than a hundred and fifty papers to various learned Societies and Periodicals, a large number of them being in the Proceedings of the American Philosophical Society and in the Journal of the Franklin Institute. Many of his articles reveal the poet rather than the scientist. They were the creative work of one who *sees* rather than of one who demonstrates and proves. It has not been possible to "cash in" much of his work and get "practical returns" from these articles. Some of them are like William Blake's flashes. They were bursts of light in the dark. They were truths for one soul at least but he could not make them "public"; he could not put them over into the words of universal speech. They were too close to the borderland to be translated back into our vernacular. But some of us got glimpses enough through his interpretation to feel sure that he had "hold of something real." His theory of music was something more than a dream and his system of Phyllotaxy in plants and trees in conjunction with the order of the planets around the sun was perhaps something more than a vision in his head. But he climbed up to a world

beyond most of us and he brought back little that we dull mortals could *use* in our lower sphere.

There was, however, a good deal of Pliny Chase's work that was practical. He wrote one of the best school arithmetics that up to that time had ever been made. President Hill of Harvard University said of it: "Chase's Arithmetic was the best I ever saw." In 1850 he cooperated with Horace Mann and they together produced another Arithmetic of which President Hill declared: "It was worth all other Arithmetics put together." Pliny Chase in his later life at Haverford produced a remarkable two volume book on meteorology in which he gathered up the accumulated investigations of a life time on the laws and principles of the weather. He was the first to note the importance of anti-cyclonic centres. It is furthermore an interesting fact that about one-tenth of his learned papers were devoted to philological subjects—in other words were positive and practical contributions to our knowledge of the laws of language-formation.

But it was not his range of philological knowledge, or his wizardry in mathematics, or his uncanny weather predictions that gave Pliny Chase his unique place in the love and admiration of his students. It was that indefinable complex of qualities which we call "personality." His was a consummately beautiful character. He was humble and modest. The meekness and gentleness of the Beatitudes marked him. There was a strange luminosity or radiance within him which made his face shine. His smile was a pure delight of which all his "old boys" still speak with a quiet thrill. He suspected nobody of malice or evil intention. As a disciplinarian he was unconscionably "easy." He not only gave everybody the "benefit of the doubt," but he always approached a wrongdoer with a predisposition to explain in generous fashion the reasons for the "thoughtless slip" and to apologize for it in advance. It was his theory that it is better to convict a person of righteousness than to convict of sin. He would not have gone quite as far as Bronson Alcott did and take upon himself the punishment that the sinner deserved, but the worst punishment

any of us ever got was seeing the suffering our wrong doing caused this gentle and sensitive man. He was not a "good teacher," if by that one means a teacher with an adequate and successful technique, for he had almost no technique. What he did do was to kindle and inspire, and to a certain extent *create* a new spirit in a man. You found yourself on a new level after his class was over. There was a subtle dynamic quality put in play. A new power operated. Something came from him to us that was far beyond the facts we learned. In that sense he was a great teacher, and for a good many of us he was the central creative feature of the Haverford of our day.

The great thing about this rare and remarkable man was his religion, as the greatest thing about Bach was his music and the greatest thing about Michelangelo was his power to translate beauty into visible form. Pliny Chase lived to reveal and translate the higher spiritual meaning of life—life for him was not bare existence or survival; it was the free and joyous correspondence with a spiritual universe. He preached frequently in the Meeting House on Buck Lane which every Haverfordian knows. His sermons were unique. They had no spectacular or arresting quality. He simply "talked on" as one who was quietly reporting what he had himself seen and heard and handled. There was great depth to his sermons, but he *compelled* no one to listen. He had no displays, no elocution, no tricks, and, as in his teaching, no technique. But his words were full of life and light and truth. They were punctuated with his smile and with his memorable thumb and finger gesture that was familiar to every Haverford student. The real emphasis, the striking power that broke through the words was the quality of the life behind them. His conquering weapon was *the sword of the Spirit*. That cut through all opposition and lethargy. An irresistible spirit of goodness carried the listener on and on and we all knew that he *was* what he was saying. His favorite text was: "The spirit of man is a candle of the Lord." And he was in truth and reality one of those burning and shining lights that reveal God in the world.

Many things have conspired to make Haverford what it now is, but not the least contribution certainly has come from this great scholar, this gentle man who would not "strive nor cry," this modest, humble soul, who let the eternal beauty of the spiritual world break through and show itself in a face that all his students loved to look at and to remember. I asked a friend of mine once who had attended one of Professor Wundt's lectures in Germany what impression he got of the great psychologist. His answer was: "His face was the greatest argument for God I have ever met." One could well have said that of Pliny Chase when his beautiful spirit lighted up his face and broke into his unforgettable smile.

CHAPTER V

THE SEMI-CENTENNIAL AND AN ACCOUNT OF STOCK

THE first half century of Haverford's history has been briefly reviewed and studied as the background of this half century which we are closing in 1933 with the centennial of the college. During the first fifty years the college was from a point of view of numbers a very small college of usually less than a hundred students. The faculty was correspondingly small, but it always contained a few scholars of very high rank and it continually sent out a little group of graduates distinguished for their scholarly culture and for their strongly fashioned characters.

It is obvious from the review already given in the preceding chapters that up to the semi-centennial Haverford was distinctly religious in its atmosphere with the central religious emphasis on Quaker ideals of life and thought. There was, however, a remarkable intellectual breadth in its life and thought. The student was encouraged to live his own life. There was complete freedom from proselytizing so that the non-Friend felt undisturbed and secure. It was never a college composed of saints. Like most places where lives are being trained and developed there were the checkerboard colors of dark and light, and intermediate grays. But it was a notable fact that everybody was "exposed" to the contagious influence of persons who were very rich in the qualities of personal goodness. That was always a great asset.

The Alumni Association at its annual meeting in 1881 launched the project of celebrating in some adequate way the fif-

tieth anniversary of the founding of the college. A Committee of ten was appointed to develop a plan and to have charge of the celebration. At that date there had been approximately one thousand old students and alumni of whom two hundred and twenty-two had died. A cordial and stirring invitation was sent to every living person who had been for any period of time a student at the institution.

The day selected for the great event was October 27th, 1883. More than twelve hundred persons answered the call, for it involved wives and children as well as old students, and there was a good number of distinguished guests who were not in the list of old Haverfordians. The weather was propitious, though not quite perfect, and the playing fields offered a joyous sight. The forenoon was given up to cricket, baseball and tennis, and in the afternoon the cricket continued, paralleled by a famous game of American Rugby football, which was then a comparatively new game. Just before adjourning the games for luncheon a gorgeous scarlet and black flag, inscribed "Haverford," was run up on the old flagpole on the cricket field. This marked the official change from the "Dorian Cricket Club" to the "Haverford College Cricket Club."

It should be said in passing that the two gustatory events of the day, luncheon and dinner, are still memorable for those who were present, across the long intervening years. The entire first floor of old Founders was set apart and properly garlanded for the banquets. The tables in the various rooms were loaded with a vast variety of tempting foods and the guests and the students then in college moved about from room to room in a happy recurrent parade.

The afternoon exercises were held in Alumni Hall which is now turned into the Library, and they were on a high level of excellence. President Chase was in good form and revealed his grace and eloquence in a happy opening speech. John B. Garrett of the class of '54 gave a valuable historical review of the half-century of the life of the college. Dr. Francis B. Gummere of '72

read the poem for the occasion, admirably fitted to the spirit of the day. An excellent portrait of Pliny Earle Chase was appropriately presented by the class of '76. It hangs in the present dining hall and is a satisfactory presentation of the striking face of this beloved teacher. The evening was given over to reminiscences of old Haverfordians and it was a high-tide occasion. One of the most impressive features of the celebration was the reading of a noble letter from the venerable poet, John Greenleaf Whittier, who had in 1860 received the honorary degree of A.M. from Haverford. Among other things of high moment the poet said: "The spirit of its (Haverford) culture has not been a narrow one, nor could it be, if true to the broad and catholic principles of the eminent worthies who founded the state of Pennsylvania,—Penn, Lloyd, Pastorius, Logan and Story,—men who were masters of the scientific knowledge and culture of their age, hospitable to all truth, and open to all light, and who in some instances anticipated the results of modern research and critical inquiry.

"It was Thomas Story, a minister of the Society of Friends, and member of Penn's Council of State, who while on a religious visit to England, wrote to James Logan that he had read on the stratified rocks of Scarborough, as from the finger of God, proofs of the immeasurable age of our planet, and that the 'days' of the letter of Scripture could only mean vast spaces of time.

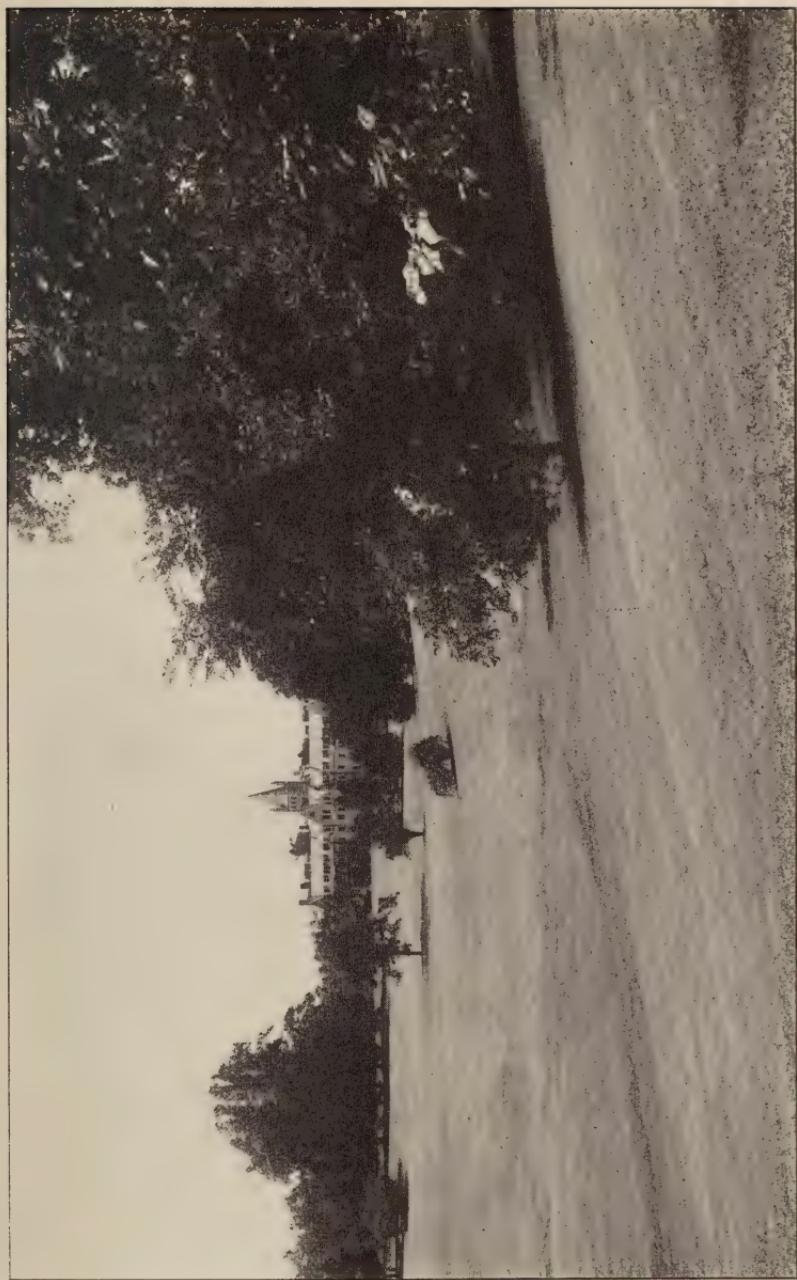
"May Haverford," he concluded, "emulate the example of these brave but reverent men, who, in investigating Nature, never lost sight of the Divine Ideal and who, to use the words of Fénelon, 'silenced themselves to hear in the stillness of their own souls, the inexpressible voice of Christ.' Holding fast the mighty truth of the Divine Immanence, the Inward Light and Word, a Quaker college can have no occasion to renew the disastrous quarrel of religion with science . . . No possible investigation of natural facts in searching criticism of letter and tradition can disturb it, for it has its witness in all human hearts." That vigorous letter of Whittier's put the religious position of Haverford as well as it

could have been put and it was a ringing note on which to end an epoch and begin a new one.

One of the most impressive features of the festal occasion was the evidence of intense loyalty on the part of the old students who came back to celebrate it. There was an enthusiasm and *élan* of spirit which no observer could well miss.

One of the most practical results of this Jubilee was the launching of a movement, the word "campaign" had not yet come into vogue, to raise a fund to pay off the debt of the college which had been slowly accumulating through annual deficits. In a short period of time \$50,000 was contributed and in 1887 for the first time in many years the Managers were able to report that the college was entirely free of debt.

The greatest building event in the first half-century of the college was the construction of Barclay Hall, which was thought at the time to be a "wonderful" architectural creation. The idea which gave birth to it sprang, like Athena, from the head of "Zeus." In his letter accepting the presidency of the college, Thomas Chase had called for an increase in the number of students and for the erection of a new building and he had said: "The attainment of the second end will greatly contribute to the attainment of the first." The letter brought an instant response. One of the Managers had for some time been independently brooding on this same idea. He came at once with enthusiasm to President Chase to discuss with him the development of plans and arrangements for such a building. The interest in the project spread rapidly and soon became general. A building Committee of the Managers was appointed and cooperating Committees both of the Managers and the Alumni were selected to procure "ways and means" for the fulfillment of the dream. It was a period of serious financial depression throughout the country, but, in spite of that, contributions rolled in. The "rolling in" was, however, due to persistent and unremitting labor as well as to the remarkable loyalty and generosity of those who loved Haverford as their mother. The money was secured and the "stately



BARCLAY HALL FROM THE SKATING POND

edifice," as they called it, started. It unfortunately did not come out of the old quarry as the other buildings had done, but was constructed out of Port Deposit granite with trimmings of Nova Scotia stone.

The dimensions were "lordly"—two hundred and eighteen feet in length, forty feet in general width, with the central section sixty-five feet wide. There were three storeys with high ceilings, and the central tower, eighteen feet square, rose one hundred and ten feet. A corridor seven feet wide traversed the building from end to end on each floor. It proved to be valuable for "soap-slides" and for rolling bowling alley balls, but very unsuitable from a point of view of quiet and discipline. The plan of arrangement for the rooms was admirable. For the most part the building was divided up into suites of rooms with a central study room for two students and with a bedroom on each side of the study. There were two bathrooms on each floor. All this sounds antiquated now, perhaps, but it was the last word in grandeur then. Barclay has since been divided by stone partitions into North and South and Centre Barclay, so that the long "soap-slides" are things of the past.

The architect was highly praised for the simple and appropriate beauty of the structure and for its "academic fitness," though the conservatively minded beholders regretted "the unnecessary and elaborate ornamentation" of it. We look on Barclay Hall today no longer as a thing of beauty. We contrast its buttresses and pointed arches and heavy tower and semi-gothic gables and its Port Deposit granite with the beauty and loveliness of our best Colonial buildings in soft gray stone and we wish that the architect of the 'seventies had had the wisdom and insight of the builders of Lloyd Hall and the Union. Every college and university in the country has some building from that era that is a "misfit" with all its other buildings. But whether we like Barclay Hall architecturally or not, we must realize that its erection marks a turning point in the life of the college. It is a revolutionary mile-stone. The old school day feature of Haverford hung

on, with the student always under the eye of an instructor and with petty rules and regulations, until the new dormitory was installed. The grub at length hatched and found its wings. An old historian of the college was right when he said that the building of Barclay Hall was "the dawn of a golden age." They builded worse than they knew from the point of view of architecture, but "better than they knew" for the inward and invisible life of the college.

Before Barclay Hall was built, Alumni Hall had already been added to the little coterie of buildings. Thomas Kimber had in 1863 started the ball rolling for that consummation. He made an initial subscription of \$5,000 towards its cost and when the necessary sum was secured, he helped to raise a further subscription of \$10,000 to endow the Library which was to be housed in one of its "wings." Some called it a "pagan structure" and others called it an "Episcopal chapel," but on the whole it had lines of beauty, and, if there was to be a deviation from the more suitable colonial type, it was a commendable piece of work. The first Commencement to be held in it was that of 1864, and the slowly growing Library was installed in the north wing. I have been told that when the beautiful English ivy on the front of this building was planted by one of the later classes—I know which one—one of the students seized the great roast of meat which lay in the kitchen waiting for the cook to put it in the oven, and buried it under the roots of the newly planted vine. Everybody wondered where the meat vanished to and everybody also wondered why the ivy grew so rapidly and luxuriously!

Already as early as 1853 the new wing to Founders Hall, now parallel to the dining hall, had been built, though it was not finished until 1855. It was 96 feet by 25 feet and two storeys high. The second storey was used for laboratories and the first floor at a later time was furnished as a gymnasium. This building has had many uses and many vicissitudes, and is, for older men, a store house of memories. These buildings, with the old observatory and the carpenter shop, made up the total stock of buildings,

up to a period beyond the semi-centennial when Chase Hall was built in its original form in 1887.

Until 1882 the dining room was in the basement of Founders Hall, a dull, dark and uninteresting place. In the autumn of that year it was changed to the first floor of the same Hall, occupying what is at present the large mathematical room and the wide hall-way which approaches the new dining hall from the south. The deeply worn and hollowed stone step at the middle entrance of Founders was worn down by the hurrying feet obeying the summons of the dinner bell. Not far from the present dining hall stood a laundry. About 1887 this eye-sore structure was somewhat beautified and turned into a senior dining room where the upper class men ate apart in solitary state. This situation lasted on until 1907 when the present spacious Commons Hall was built and joined with Founders' middle entrance, so that the worn stone door-step is being worn still deeper.

Throughout its history the invisible college has always outrun the visible one. The intellectual and spiritual assets have always far overpassed the material assets. In these few buildings great things were all the time being done. "Walk about Zion, and go round about her: tell the towers thereof. Mark ye well her bulwarks, consider her palaces—for this God is our God for ever and ever," is the way an ancient patriot felt about his beloved city. It was what was *in it* rather than what *the eye saw* that made it great. Through all this period of formation the college was the nursery of men and was building the interior lives of its students.

Besides the Loganian Society which was the most visible expression of the higher culture of the college, there were two rival societies which together practically included the entire student body. They were, in order of their birth, the "Athenaeum Society" and the "Everett Society." The former was founded in 1855 and the latter in 1858. They were literary and debating societies, devoted to "sound learning in disciplining the mind and maturing the understanding"—"a correct taste for literature and

a love for scientific pursuits." Each Society had its literary periodical, *The Gem* for the Athenaeum and *The Bud* for the Everett. These two literary journals with an annual content of about 500 pages were the repositories of the literary activity of the college over and above the *crème de la crème* which was supposed to go into *The Collegian*, the organ of the Loganian Society. There was an intense rivalry between them which was revealed in two ways, in the appeal for members, and in the annual size of the periodical. Each Society made a vigorous bid for every entering student who was bombarded with the good points, now of the Everett and now of the Athenaeum, even before he got to Haverford. One student during this period of rivalry entered deficient in his Latin. An Athenaeum member coached him and helped him to wipe off his "condition," hoping by this kindly act to win him for that Society. Alas, the ungrateful man joined the Everett! There was a corresponding rivalry over the total output of pages in *The Gem* and *The Bud*. It is hard to believe that any living student could be induced to sit through the long evenings listening to the interminable reading of article after article, strung out in the desperate hope of beating the other periodical. The morocco-bound volumes of these literary journals fill many "five-foot shelves" in the Library. After 1885 these Societies waned and grew feeble. They were united into the "Everett-Athenaeum" in 1888 but with the element of rivalry gone and with an era of changed interests the Societies which meant so much to a former generation died a natural and easy death.

The birth of *The Haverfordian* was another mile-stone in the literary progress of the college. *The Grasshopper* was its forerunner, though *The Grasshopper* was only an annual publication, and it suffered under faculty disapproval. Walter C. Hadley was more truly, perhaps, than any other single individual, "father" of *The Haverfordian*. He was its first Business Manager. He had had some experience in journalism and he was able to take the lead in the bold adventure. Dr. Clayton W. Townsend, an M.D. when he entered Haverford as a junior in 1878, was the first edi-

tor-in-chief. The third creator of the college paper was William A. Blair '81, of North Carolina. The first issue appeared in the spring of 1879 and from its inception it showed virility and true survival quality. It soon tended to overshadow *The Collegian*, *The Gem* and *The Bud*.

Another important creation was the college Y M C A which like *The Haverfordian* was born in 1879. Jesse H. Moore '81 of North Carolina was "father" of the organization, and Josiah P. Edwards '80 of Indiana was its first president. It became at once a powerful religious influence in college life and for more than half a century was an important factor in the spiritual development of the students.

President Garfield used to say that he had rather go to college to Mark Hopkins sitting on a log in the woods than to the best equipped institution in the world with a lot of second-class teachers. Fortunately Haverford was far beyond the log-stage and it had its full quota of Mark Hopkinesses. I have referred already to some of the stars in the Haverford constellation, but there were others also of high magnitude. I shall have much to say in a later chapter of President Isaac Sharpless and his work, but I must refer briefly here to his coming and to his early period at Haverford. He was born in Birmingham, Chester County, Pennsylvania in 1848. He came of a long line of Quaker ancestors and the ideals, principles, customs and manners of the Quakers were an inherent part of his blood and breath. As a little boy he attended a small school near his home and at the age of fourteen he began his work at Westtown School where a life-long attachment to this institution was formed and friendships that were to enrich his life throughout his days. One of the most important shaping influences on his life at Westtown came from a fine Quaker gentleman and scholar, Samuel Alsop, who came to Haverford as Professor and Superintendent in 1875, the same year that Isaac Sharpless joined the faculty. Both this Samuel Alsop and his father Samuel were mathematicians of note, and

they did much to produce a long line of good Quaker mathematical scholars of whom Isaac Sharpless was the most brilliant.

He began his career as teacher at Westtown School in 1867, being told by the Committee, he used humorously to relate, that he was chosen because they were unable to find anyone else to fill the place! In 1872-3 he spent an important year in the Lawrence Scientific School at Harvard, returning to Westtown in the autumn of 1873 where he remained until he was called to Haverford two years later. His success as a teacher and his popularity with the students were evident from the first. He was possessed of rare and unique humor. He was at home in a class room. He knew how to teach. He had manifest qualities of leadership and from the first he shared in all the activities of the college. His promotion was bound to come.

In 1878 another important name was added to the list. This was Allen C. Thomas '65 of Baltimore. He came primarily to fill a business position with the curious title of Prefect, but he soon revealed the broad range of his knowledge and he was to make in later years an indispensable contribution to the college. In 1879 "the John Farnum Professorship of Physics and Chemistry" was established as a result of a gift of the heirs of John Farnum. In 1880 Lyman Beecher Hall, who had studied at Amherst College and Johns Hopkins University and had taken his Doctor's Degree at Göttingen University, was appointed to fill that chair and he then began a great career as teacher in the college. Two years later in 1882, Seth K. Gifford, '76 was called from Friends School, Providence, Rhode Island, to be Assistant Professor of Greek and Latin and promoted to a full professorship in Greek in 1885. He, too, was to become one of the leading and guiding lights in the institution for the next quarter of a century. These scholars and others in their train, have helped to make the college the famous seat of learning which it has now become.

In 1878 the Charter of the Corporation was changed from a stock company with transferable shares to a non-stock corporation. An important by-law, adopted at the time, provided that

the members of the Corporation should be members of the Society of Friends. That limitation of membership continued until 1930 and it prevented the college from being included in the list of institutions which shared in the Carnegie pension fund. Rather than change the by-law in order to secure a financial advantage, the Managers generously provided for the college a pension-system of its own on the same basis as that of the Carnegie plan. The Corporation, and consequently the Board of Managers, was to remain confined to the Society of Friends until the autumn of 1930 when, by a change of the Charter, four non-Friends were elected to membership on the Board.

CHAPTER VI

A MAN'S STRONG HAND ON THE TILLER

AFTER the college outgrew the long-arm system of government by the Managers operating from the city, it fell under another antiquated system that was only slightly better than the one it supplanted. This was an attempt to maintain a watchful guardianship over the students' daily life by means of a disciplinary officer known as a "governor." He was preferably a young man, a recent graduate, who lived in the dormitory, who executed the rules and regulations of the faculty, who had the power to grant or refuse excuses from classes (there were no "cuts" in those days) and who was supposed to maintain order in Barclay Hall, the central dormitory, over which he presided. Unfortunately he was not thought of as a friend and fellow-human being, but rather as an officer of discipline, while his name of "governor" gave him a heavy handicap from the start. No matter how kindly his intentions might be, or how eagerly he wished to promote the students' best interests, he was doomed to be thought of as an "enemy" to be conquered, or as an "obstacle" to be overcome. His life was bound to be miserable, and his term of service was in the nature of things destined to be short. The "authorities" tended always to blame the failure of the system on the instrument that executed it rather than on the system itself and they lived in the fond hope that the next new incumbent would succeed, but of course he never did.

The real tragedy, however, was not the wreckage of the career of the "governor," but the spirit of disloyalty and insubordination

which the system produced in the student body, particularly in the period after the college had arrived at its intellectual maturity and had outgrown the swaddling clothes of its youthful methods of discipline. The college men of this period resented the type of guardianship to which they were subjected. They delighted in defeating the guardian and they acquired a somewhat lawless and defiant attitude toward the form of discipline in vogue. Intellectually the college was at its pinnacle, while its *morale* was low and thoroughly unsatisfactory. The students of the time treated the matter as a huge joke and vied with each other in their ingenuity in beating the administration and of having a good story to tell in reminiscence, but incidentally their respect for their college was damaged and their loyalty for it received a chill. There is a certain time-belt in the list of the classes in which the love and enthusiasm of the graduates run low, and it can for the most part be traced to this drop in college *morale* in consequence of the continuance of an outworn system of discipline, somewhat awkwardly administered. It is strange that the students of that time were not called into conference with the faculty and all the issues in the situation thrashed out. But democracy in college life had not yet arrived and the view still prevailed that the college was to be managed entirely from above down.

Isaac Sharpless ended that old system and inaugurated for the college the new era. In the spring of 1884 he was made Dean with large powers of creative leadership. The first evening after his appointment he took charge of the old-time evening "collection" at which the students were "rounded up" and counted before bed-time, and the occasion was used as a period of religious instruction. That night he read (whether consciously chosen or not we never knew) the passage containing the words: "A live dog is better than a dead lion." Anyhow there was never any question that a live person had taken the place of a dead system. His personality was immediately felt from centre to circumference of the college body. Petty oversight and nagging guardianship ceased. Leadership took the place of rules. The new Dean had a far

greater confidence in human nature than his predecessors had shown. He immediately put himself *en rapport* with the students. He understood them and treated them as men. He appealed to manliness and honor, and discarded "the gum shoe method" of watchful oversight. The students rose at once to meet his confidence in them. They instantly recognized his qualities and welcomed his leadership.

Those who knew Isaac Sharpless only after he had become President of the college and after his success and prestige were thoroughly established and recognized, have little idea of the type of man he was in the earlier stage of his career at Haverford. He already revealed that subtle and marvelous humor that was always an outstanding characteristic of his life. The curious twinkle in his eye, the half smile, controlled and held back, the happy light that played over his face—these were a part of him in the early period and some of his very best "hits" were made while he was Dean, but with the charm and fine quality which were innate in him, there was an unmistakable awkwardness which we all enjoyed but which we could not fail to note. One would not feel free to speak of this aspect in him if it were not a well-known feature of the man we loved in his early formative stage, and if it were not for the triumphant way in which with the growth of years and the widening range and depth of his work, he burned his own smoke, refined away his dross, purified his outward form and manners and became the consummately beautiful type of man we knew in later years.

In the period of his professorship and deanship, he rather gloried in his primitive country manners and his brusque, straightforward directness and simplicity. He usually wore a black string tie, tied in a single knot with the long ends hanging loose. He seemed to fancy a short stubby beard which was clean shaved for "First Day." He often wore high boots with his trousers inside or hitched up at the tops of the boots. We who were students at that period indulged in many jokes about his garb, but we entertained no doubts about the quality of the man who

wore it. He was strikingly awkward in those days when he had a speech to make or a speaker to introduce. I particularly remember how woebegone he looked and how far from home he seemed when he had to make a short speech one day in Latin. We never dreamed in those days that the time would come when he would be regarded as a speaker of signal grace and charm, with ease of manner and ready flow of words. His later listeners hardly realized how much had been overcome and conquered.

His Quakerism, too, which became so broad, deep, liberal and inclusive was in that earlier period conservative and limited in its range. He seemed to me at first rather entrenched in the past than a herald of the future. I contrasted him in my college days with the Chases, with Dr. James E. Rhoads, the first President of Bryn Mawr College, and with some of the leading members of the Board of Managers and I thought of him at that time as a representative of a restricted and inelastic type of Quaker faith and practice. We should have said then that he seemed to be entrenched in a fixed system rather than a leader of a living spiritual movement. It is not strange that those of us who saw only the surface and the outside misjudged his capacity of growth, expansion and transformation. In any case we saw him become a man of extraordinary breadth and depth and we came to recognize in him a Quaker leader who possessed a solid grasp of the central principles of the Quaker faith and who had a clear vision of the true line of its development. In fact, he was a vital factor in the creation of the new epoch of Quakerism which has come.

From the very first he knew how to lead men and to manage students. Here as in everything else he steered his course by sound and immutable *principles of life*. His moral insight was as clear as a bell and he possessed a quick and sensitive inner insight. He swiftly seized the main lines of a situation. He was almost infallible in reading the character of the participants and in estimating the human coefficients involved in any episode with which he had to deal. He seemed to have telepathic powers of getting information, but, as we came to know later, much of this

mysterious gift was due to his shrewd guessing from slight data, to swift flashes of judgment. A number of the members of the class of '85 had a habit of invading the padlocked stable at an early hour in the morning, of harnessing the old college horse and of driving for a refreshing swim before breakfast in the "Dove's Mills" pond, two miles away. They worked the plan with success and were never caught. But at the class banquet just before commencement Dean Sharpless in his "toast" to the class, remarked that if anyone wanted to know what a remarkable class this one had been he ought to consult the horse in the college barn! "The old horse knows more than you would guess." It was perfectly easy in a moment to pick out around the table every fellow who had been implicated in the "lark." I asked him years later how he knew about this episode and he admitted that he did not "know," but that he suspected that the stable door had been tampered with, that he threw out a chance guess, and was at once aware that he had made a "happy hit."

A similar success was scored when many of the students in the winter of 1884 had been out coasting with the big "double runners" on Grays Lane Hill on Sunday afternoons. One Sunday when the hill, which at best was always dangerous, was covered with a coating of ice, and when Odin himself could not have guided a sled safely down that winding hill, a sled-load of students on the old "Phalarica" went to wreck at the turn of the ominous curve. The entire group capsized and were catapulted against the fence or against the trees by the side of the road. Seven of them were brought in with more or less serious injuries, though fortunately with no one dangerously hurt. That evening at "collection," Isaac Sharpless read without a quaver of a smile the famous passage in Luke, "Think ye that those eighteen men on whom the Tower of Siloam fell were guilty above all the other men who dwelt in Jerusalem?" Everybody saw the point and the lesson was driven home without more words.

Isaac Sharpless as Dean had already made a good record as an author of important text books in his chosen field of mathematics

and astronomy, and he had thoroughly established his reputation as a teacher. After watching him transform the spirit of the college as Dean and silently raise the morale and loyalty of the student body many of us who were in the college at the time predicted a great future career for him. In the spring of 1886 Thomas Chase resigned the Presidency of the college, and Professor Pliny Earle Chase was asked in the autumn of that year to serve in the interim as acting President. His health at the time of his appointment was precarious and just before the close of the year his life on earth came to an end,—December 17th 1886. Isaac Sharpless was elected to the Presidency of the college in April 1887.

Before dealing with the new epoch which began with the inauguration of President Sharpless I must turn to deal briefly with a few significant events of an earlier date. On the 20th of May 1885, Jacob P. Jones of Philadelphia died, leaving his estate, after the payment of specific legacies, to the Corporation of Haverford College, to take effect upon the decease of his widow. Jacob P. Jones' attachment to the college had been of long standing and had been deepened and hallowed by the death of his son, Richard T. Jones of the class of '63, who died six years after his graduation. There was a very close bond of friendship and affection between President Chase and Jacob Jones, and the latter, after his son's death, talked much with President Chase of his desire to leave a legacy to the college that would be a fitting memorial to his beloved son. During the many hard and lean years, when the college finances were staggeringly difficult, Thomas Chase, and he alone, knew of the munificent gift that was some day to come for the relief of those who had borne the burden and heat of the day. When the announcement of the death of Jacob P. Jones came, with the release of the great news of the legacy, President Chase decreed a full holiday to the college out of respect to the noble life of the giver of it, and as an occasion for a due appreciation of the immense contribution that was eventually to come to the college through Jacob P. Jones' will. As his widow did not die until 1896 I shall postpone the consideration of the great ex-

pansion of the resources of the college until we reach the time when the Jones legacy became available for use.

The opening of Bryn Mawr College in the autumn of 1885 was another event of great significance. The founder of it was Dr. Joseph Taylor of Burlington, New Jersey, who had made many visits to Haverford to talk over his plans and proposals with Thomas Chase. The original idea had been to have the new college for women a sort of "twin sister" to Haverford, with a close affiliation between them and with a common library. But wisely, as plans developed, the new college was shaped on different lines and with a complete independence of its own. Notwithstanding the change of basis, the birth of the nearby college for women was a momentous event in the life of Haverford. Thomas Chase was one of the speakers at the opening of Bryn Mawr College, and both Pliny E. Chase and J. Rendel Harris of the Haverford faculty were asked to teach on the first staff of Bryn Mawr, while the coming of Dr. James E. Rhoads to this neighborhood as the first President of Bryn Mawr College was an immense addition to the spiritual quality and leadership of the Haverford Friends Meeting.

J. Rendel Harris, who has just been referred to, came to Haverford from Johns Hopkins University in the autumn of 1886 with the title, Professor of Biblical Languages and Ecclesiastical History. He was born at Plymouth, England in 1852. He took highest honors as wrangler at Cambridge University and became a Fellow and Lecturer of Clare College. He was called from Cambridge to Johns Hopkins as Professor of New Testament in 1882 where he quickly won distinction and wide reputation as a scholar. His coming to Haverford was rightly hailed as an event of great importance in the scholarly development of the institution. Greater even than his scholarship and originality as an investigator were the peculiar charm of his personality and the vitality and freshness of his work as a teacher. He had a quality of brilliance that was extremely rare and a type of wit and humor that was quite unforgettable. He entertained and fascinated his

students as well as taught them. It was generally believed by the students that he practically knew Shakespeare by heart, at any rate, he could quote at will to illustrate any point, or to feather any arrow he wished to shoot. When he was to give an address on any topic he was certain to have an audience of interested listeners. His sermons at Meeting both on Thursdays and Sundays were marked by spiritual depth, flashes of insight, touches of humor, literary allusions and a beautiful quality of form. He made a host of friends in the neighborhood and in the city, and was a vital centre of interest and fellowship.

It was through Dr. Harris' influence that a fund was raised by friends of the college to buy the Library of the famous German scholar, Gustav Baur. The Library contained 7,000 volumes and was rich in German literature, theology, history and also in Arabic, Persian, Syriac and Italian literature. It came to the college in 1889. It was also largely through the stimulus of Rendel Harris' mind that the faculty in 1889 began to issue a series of scholarly publications known as "Haverford College Studies." Rendel Harris' period at the college covered the five years from 1886 to 1891. In 1900 Haverford bestowed upon him the honorary degree of LL.D. and he has at various times returned to give lectures at the college, which has always retained a very warm place in his affections.

In 1884 Henry Carvill Lewis, a young geologist of extraordinary brilliance, gave a course of public lectures on Geology and was appointed Professor of Geology. He was invited by the British Association for the Advancement of Science to interpret his theory of Terminal Moraines and his address attracted so much attention that he was honored by an invitation to dine with Queen Victoria. He united unusual gifts of mind with charm of manners and strength of character. Unfortunately his life was cut short in 1886 on a second visit abroad and thus Haverford lost a most promising professor from its ranks.

It would hardly be right to leave unmentioned a professor who furnished a good deal of interest to those who were at Haverford

during the years 1883-86. This was Edwin Davenport. He had been a class-mate of Thomas Chase at Harvard and was himself a classical scholar of note, but he had been a newspaper reporter during the Civil War and, later, on the frontiers of the new West. He was an encyclopedic scholar, could teach in any department of the college and was an admirable lecturer on out of the way historical events. He was a defender of Lucrezia Borgia and had a fascinating lecture on her life and time. He had, however, no ability to maintain order and discipline in his classes, he was so short sighted in his vision that he found it impossible to distinguish one student from another, and consequently there were many humorous episodes in his class room. He was a venerable person, with snow-white hair and fine bearing of manner, and he had in a general way, the respect of all, but few students could withstand the temptation to do amusing and absurd things in his classes. He was affectionately called "Spatz," which was derived from the German verb, "spazieren," to walk, and was given to him because he took a walk each day with such regularity that one could almost set his watch by the going or coming of this good man.

Many famous lecturers came to Haverford during these middle years. The students had the opportunity to hear James Bryce on *Dante*, Lord Chief Justice Coleridge on *Literature*, Edward A. Freeman on *Washington's Position in English History*, Wayne MacVeagh's *Address on Washington's Birthday*, Professor Hiram Corson of Cornell on *English Literature*, with unforgettable readings from great poets, and Canon (afterwards Bishop) Mandell Creighton on *The Value of the Study of History*.

The first student to die while in the midst of active college life was Edward M. Pope of Cleveland, Ohio. He was at the time of his death a member of the Junior Class and would have graduated in 1888. He was a much loved member of his class and a student of high rank. For fifty-three years no such event had occurred and it produced a profound impression throughout the college circle.

Haverford, like most American colleges, has at various periods of its history had certain customs and practices as untraceable in origin as ancient *tabus* and almost as difficult to dislodge. There were a number of such customs in operation among the students in the period covered by this chapter. In the closing week of the college year it was always customary to cremate the author of the text book that had provoked the greatest dislike in the sophomore class. For many years it was Paley, author of the famous *Evidences of Christianity*. As it had an unfortunate implication for a Christian college to burn at the stake the book which was supposed to safeguard the faith, some wise guide turned the attention of the students from Paley and fixed their hate upon the author of the Trigonometry then in use. At first it was H. N. Wheeler and finally the distinguished mathematician, Wentworth. The custom originated in the early 'sixties and ended in 1889. It had in the meantime become an elaborate ceremony and attracted wide-spread publicity.

In the 'eighties all the incoming freshmen were "tossed" in a blanket in the gymnasium by the sophomores, and no freshman was considered to be initiated until he had hit the ceiling. The next class encounter was the "bridge fight." On the occasion of the first snow storm of the winter, the sophomores lined up on the bridge over Railroad Avenue and seized the freshmen as they came across on their way home from Thursday Meeting, and rolled them in the snow. This custom, like the burning of Paley, had religious implications which distressed the faithful. The custom, however, persisted with slight alterations for many years, but has long since vanished with other barbarian ways of behavior. The "spoon custom" is even older, but, being a fit and beautiful ceremony is still in vogue. At the opening of each college year the sophomores present the freshmen with a large wooden spoon. It is guarded by the successive presidents of the class throughout the four years and then on Commencement Day of the senior year it is presented by the class to the member of it who is selected as the most beloved man and the one who is

felt to best represent the ideals of Haverford character. A list of the spoonmen is given in Appendix B.

In 1884, at the suggestion of A. J. Cassatt, the president of the Pennsylvania Railroad, a preparatory school was begun on the college grounds, under the management of a committee known as "The Governing Committee of Haverford College Grammar School." The President of the college was *ex-officio* a member of the Board. In 1885 local subscribers in the neighborhood erected a school building near the corner of Railroad Avenue and Lancaster Pike and Charles S. Crosman of the class of '78 was selected to be principal of the new school. At a later date, by mutual arrangement the management of the school became independent of the college, the school was moved to an adjoining site and the old school building became Merion Hall. The Haverford School, now nearly fifty years old, though no longer a child of the college, has sent many of its graduates to Haverford and the relation between the two institutions has been friendly and intimate.

CHAPTER VII

THE SHARPLESS ADMINISTRATION

IN April, 1887, the Managers of the college unanimously elected Isaac Sharpless President. It was perhaps the most important single event in the history of the college after its foundation. The new President began his administration very shortly after the celebration of the semi-centennial and in a real sense President Sharpless stands out as a second founder and as the dominant influence in the "making" of the second half century of Haverford's life.

The Haverfordian at the time expressed the general feeling of the college body and its friends in the following words: "In the election of Isaac Sharpless as President of Haverford College, the Managers have done credit to themselves and to the college. Having the longest connection with the college of any of the present faculty, thoroughly acquainted with its management in every particular, and a man of rare executive power, it would be difficult to find his superior. The marked prosperity of the last few years has been largely due to his superior business ability and keen foresight. The appointment is eminently fitting in all regards and meets the hearty endorsement of both faculty and students."

Isaac Sharpless liked to tell, in later years, with his twinkling humor, how the President of the Board in informing him of his election, had told him that he had hoped that "a more satisfactory selection might have been made!" It is probable that President Sharpless slightly colored the remark, but there is no question

that some members of the Board wanted the selection of a different type of man and it is equally certain that they were slow to realize what a treasure they had found in the new pilot of the ship. It was fully seven years before the Board as a whole rose to the clear comprehension of the wisdom of President Sharpless' leadership. It would be a mistake now to review in detail the internal currents of those early years of the administration, but it can be stated emphatically that they were years of immense difficulty for the new President.

The administration, however, seemed at first to open very auspiciously. The inauguration exercises were held in old Alumni Hall on the 17th of May, 1887. Francis T. King of Baltimore, a former student of the college, and at the time President of the Trustees of Johns Hopkins University, gave an admirable address on behalf of the Managers. He called for the maintenance of a small college with a highly qualified faculty, for a student body that should reveal breadth of culture, scholarly spirit and disciplined powers, and for a very high moral and intellectual tone. Francis T. King stood at the time as one of the most completely rounded and finished types of Christian scholar that Haverford had so far produced, and his carefully thought out forecast for the new era was full of significance.

Professor Clement L. Smith, Dean of Harvard University, spoke for the Alumni. He had graduated at Haverford in the class of 1860, had taken degrees at Harvard and Göttingen and was one of the foremost scholars and distinguished educational leaders among the alumni of the college. He referred to the occasion, in words that were to prove prophetic, as likely to mark "an epoch in the progress of the college." J. Rendel Harris, in his happiest vein of mingled humor and wisdom, spoke for the faculty. President Sharpless' own inaugural address emphasized the main points of policy that actually marked the thirty years of his leadership: intellectual honesty, thoroughness and simplicity, together with the cultivation of moral virtues. He prophesied that Haverford would steadily develop and move forward to meet the grow-

ing progress of human thought, but he pledged his faith in a strong emphasis on a classical type of culture. The simple, sincere, straightforward qualities of the man come out in such sentences as these: "We must do what we do well, and not attempt a great multiplicity of departments." "All personal matters must sink out of sight in the face of the towering interests of the college itself, whose past is secure, but the development of whose future is a problem of sufficient magnitude to engage all the wisdom and energy which can be brought to bear upon it." That voice "obeyed at prime" was to be the guiding voice all the way through to the shadows of the evening time.

One of President Sharpless' first resolutions on taking his position of leadership was to proceed at once to build up a faculty of distinguished scholars and of inspiring men in the teaching staff. He wanted some persons on his faculty who would "leave a luminous trail of light behind them" when they left other institutions to come to Haverford. The first of these "trailers of light" to be selected was Dr. Francis B. Gummere whose appointment as Professor of English and German was made at the inauguration of the new President, though Professor Gummere was not to begin his work at the college until the opening of the academic year in 1888. The next important selection was that of Frank Morley to be Professor of Mathematics. Soon after his inauguration President Sharpless sailed for Europe with a double purpose in mind. One purpose for the trip was the scientific observation of an eclipse of the sun which was to be visible in Moscow. The expedition was headed by Professor Young of Princeton and President Sharpless was one of the expert astronomers of the scientific party.

The other purpose, which probably weighed as the major one, was the discovery of a first-class mathematician. He was found in the person of Frank Morley who was recognized as one of the most promising young mathematicians in England. He was an M.A. of Cambridge University and had for three years been a mathematical Master in Bath College. He began his career at

Haverford in 1887 as Instructor, but was promoted in 1889 to the position of Professor. Francis P. Leavenworth was brought from the University of Virginia to be Director of the Astronomical Observatory. Henry Crew, a young Ph.D. of Johns Hopkins was made the head of the department of physics, with the title of Professor. Until this appointment was made Lyman Beecher Hall had taught both chemistry and physics. William C. Ladd of Brown University was appointed Professor of French. J. Playfair McMurrich had already in 1886 been appointed Professor of biology and was succeeded in 1889 by Winfield Scott Hall. Levi T. Edwards was made Professor of mechanics and electricity and became the first head of the new mechanical engineering department which was one of President Sharpless' creations.

One has only to read that list of appointments covering the space of two years to see in what a real sense this period becomes an era of the refounding of the college. The new faculty showed not only the range of the ambition of the new President, but it showed as well the clearness of his vision. Whatever else might mark the era of his presidency he was determined that the outstanding emphasis should be upon the quality and character of the men who were to constitute the college faculty. He intended from the very first to expand the buildings and their equipment and he intended as certainly to increase the endowment of the institution, but he risked the entire success of his administration on the first-class quality of the teaching force.

It proved almost at once to be a very genuine *risk*. During the two years of his management of the college as Dean and Financial Head Isaac Sharpless had proved that it could be carried on without a deficit. It was free of debt when he began the presidency. The financial success of that two year period had given the Managers confidence that here was a man who could relieve them of constant financial worry and concern. Some of them at the time of the election of the new president obviously wanted to select a man of very striking scholarly achievements and of marked breadth and depth of culture, but in the last

analysis everything had to yield to the requirements of a successful financial budget. Isaac Sharpless had demonstrated that he could steer the college without stranding it on the shoals and quicksands of an annual deficit. That gift which he was believed to possess was in the minds of some of the Managers his most positive asset as a candidate for the presidency.

But his new faculty involved an immense increase in the annual expenditure. There came with the additions to the budget only a very slight addition to the number of students and only a small increase of regular normal income. The President believed that the type of college which he proposed to create would rapidly attract students and would in a few years bring large additions to its working capital and that it was, therefore, a sound prospective policy. So, too, it was.

But the immediate result was a large deficit and a loss of confidence. The very thing that had most strongly recommended Isaac Sharpless seemed to be only a spurious claim. He was to be the Moses of an era of prosperity. He was not, however, using his "magic rod." He was striking no gushing streams of money from the rocks; on the contrary he was running his ship on those very rocks. There came quick disappointment and sudden disillusionment.

It was during the President's leave of absence from the college in Europe for the academic year of 1890-1 that the dissatisfaction came to a head. The storm grew out of the accumulation of many little swirls and currents of petty criticism and misunderstanding. The men who looked back on the storm after it was well over, even those who formed the opposition at the time, could themselves never quite understand how such mental fog and cloudy confusion could have arisen, and there was universal regret for it. The fact is, however, that at the time the storm proved to be an ominous and a serious one. When the President returned from abroad he resolved to end the complicated situation by presenting his resignation, which action he took. Some of the members of the Board who were to become the President's staunchest

friends and supporters and who later viewed their action with bitter regret, voted to accept the resignation.

At this crisis James Wood of Mt. Kisco, New York, who more than once in his eventful life was a successful reconciler, stepped into the breach and saved the day. He pointed out the many lines of strength and wisdom in Isaac Sharpless' character. He re-reviewed the work that Isaac Sharpless had done for the college as professor and as Dean, and he gave a vivid sketch of the constructive policy that had so far marked the years of his administration as the Head of the college. Then he threw all the strength of his own personality behind the President. The appeal carried a number of the Managers over to that position and the resignation was not accepted. One of the most prominent of the Managers who gave the writer this account of the event told him in later years with tremulous voice how he had been on the wrong side of the issue that day and how thankful he had always been ever since that he and his friends had been defeated.

That was the turning point in the administration, and from that time onward the opposition disappeared, the doubters became believers and the love and loyalty of all who cared for the welfare of the college began to grow in ever increasing volume. There was never again to be any deviation of faith or any slackening of affection. No body of men ever gave a solider or completer measure of confidence to the Head of an institution than was given to Isaac Sharpless by the men who composed the Board of Managers after once the issues were settled and the past had been buried and forgotten. It always seemed as though the memory of that near disaster, brought about as it had been by weakness of vision and by narrowness of focus, gave a stronger unity to all hearts and tended ever after to make little criticisms and petty points of view take their proper place in the broad perspective of vital issues.

President Sharpless never altered his judgment of policy about the formation of a faculty made up of "luminous" teachers. In 1891 he brought over from England another famous mathema-

tician in the person of Ernest W. Brown of Cambridge University. Professor Brown was not only a great scholar but he proved as well to be a highly gifted teacher and a wise educational leader in the college circle. Ernest Brown was at first appointed as Instructor of applied mathematics and two years later in 1893 he was given the title of Professor of applied mathematics. In 1893 four new men, all of them still in the period of youth, were added to the faculty. Dr. Henry S. Pratt was appointed Instructor in biology, and in 1902 raised to the David Scull Professorship of Biology. Dr. Wilfred P. Mustard, a brilliant scholar from the University of Toronto and Johns Hopkins and a well tested teacher, was appointed Instructor in Latin and later raised to the position of Professor. James A. Babbitt, fresh from his Yale training in athletics, was made Director of Physical Training and in 1911 was promoted to be Professor of Hygiene and Physical Education. Rufus M. Jones, of the class of 1885, was appointed Instructor in Philosophy. In 1901 he was made Associate Professor and in 1904 he was promoted to a full professorship, and is now completing his fortieth year of teaching at Haverford. In 1897 Don C. Barrett, a recent recipient of a Harvard Doctor's degree, was appointed Instructor in Political Science and History and was promoted in 1907 to be Professor of Economics.

For four years, from 1904 to 1908, Dr. Barrett was Dean of the college. In 1908 Dr. Frederic Palmer, Jr. was made Dean, having been already instructor in Physics since 1904. In 1901 Legh W. Reid, Ph.D. was appointed Associate Professor of Mathematics and appointed full Professor in 1907. There will be other important appointments and changes in the faculty to report later, but the list already given is enough to indicate that President Sharpless' primary interest for the college centred on the creation of a faculty of men who could be intellectual leaders in their chosen fields and who could stimulate and inspire their students in research and creative scholarship. Later chapters will deal with the contributions which some of the professors have made to the life and influence of the college, though no attempt will be made

in the text to deal with all appointments or with the work of all members of the teaching and academic staff. Every person who has been appointed on the staff will be found in Appendix A.

The picture is not quite complete without a brief mention of a small list of persons who though not guides or teachers made a place for themselves in the memory of a generation of Haverfordians. First in the list are two famous matrons, Mary and Martha Smith. Mary came first in the order of time and died in the service. The sunken garden, one of the outstanding beauty-spots of the campus, is named in memory of her, "The Mary Smith Garden." Her sister Martha, a true disciple of the Biblical Martha, was a highly efficient woman, devoted to her difficult task and a kindly spirit in the circle of both faculty and students.

"Caleb" was for thirty years one of the best known figures on the campus. He had a last name, Worrall, but almost nobody knew it and nobody ever used it. Originally he was mail-carrier, with a big stick over his shoulder and a mail bag on the end of it. As time robbed him of easy knee-motion, he settled down to the self-imposed task of being guardian of the chestnuts on the lawn. With the same old stick as a club of Hercules, he held the Ardmore boys at bay and saved the chestnuts for the students—and for himself. He felt a profound scorn for football cheer meetings, and as he listened to the distant cheers from the gym on such occasions he would say, with ironical pitch of voice, "Well, I see they are beating Swarthmore tonight!" Good old Caleb, we still remember "thee."

"John the Peanut man" has been with us throughout his long life and he has done what he could to upset the digestive processes of as many students as possible. Founders Porch, the skating pond, the football field, and in his bolder days, the Meeting House bridge have been his favorite haunts.

We must not forget Harry Carter whom in a happy moment President Sharpless imported from Yorkshire to take care of the grounds and to be general handy man about the place. He is as familiar to every Haverfordian as is the spire of Barclay Hall.

Alfred is another faithful helper known to everybody. He has been "Cap" to a whole generation. How could the college go on without "Harry" and "Alfred"?

When Isaac Sharpless became President the college was housed in four buildings. Barclay Hall was the only dormitory. Founders Hall served as administration building, dining room, class rooms and servants' quarters, while a two storey ell at right angles to it furnished a gymnasium on the first floor and all the laboratories in existence on the second floor. Alumni Hall was the auditorium and large lecture hall and its one existent wing contained the Library, though the books already overflowed into Alumni Hall itself. The fourth building was new and fresh from the hand of the builder. This was Chase Hall, a fine stone building, furnishing at that period four excellent class rooms. The Observatory should be added to complete the full account and the Laundry, which was afterwards turned into a senior dining room, should be included in an appendix.

At the time of President Sharpless' resignation in 1917 the array of new buildings on the college campus had grown to the following lordly catalogue: Whitall Hall (the old engineering building), The Gymnasium, the Dining Hall, the Chemistry Building (named after Lyman Beecher Hall), Roberts Hall, Lloyd Hall (in four sections, completed in 1926), the College Union, the Heating and Lighting Plant, Merion Hall with its Annex, the Cricket Pavillion, two new wings to the Library and a fire-proof Stack, a new wing to Chase Hall, and the Infirmary. In addition to this immense expansion, the Alumni presented the physical and biological Laboratory, named Sharpless Hall in honor of the President, at the time of his retiring from office. Besides the growth in visible extent the college had in this same period added the beautiful row of houses on College Lane and had arranged for its professors to build for their own residences the five houses on College Circle, five houses on College Avenue and two houses on Walton Road, one of them the spacious home of President Comfort.

During this same period Walton Field with its permanent grandstand was built. So, too, was the 1888 Soccer Field built; the Baseball Field, now finished and named for the class of 1924 and the lower soccer field, adjoining Merion Hall. Besides this generous provision for sports, mention should be made of the three tennis courts which were constructed during this period. Four attractive Gateways were also built in the period under review; the Conklin Gate for pedestrians; the 1906 Gateway, the 1912 Gateway and the George Bard Gateway. The old barn, adjoining the farm house, now rebuilt as the home of a professor, was taken down and a large cowbarn, later destroyed by fire, was erected close to the "Grimes Woods." One of the greatest changes, from a point of view of beauty of environment, was the levelling of the old Railroad Avenue from the present Conklin Gate to Lancaster Pike. In the earlier days, as all old residents remember, this Avenue, which had been the former railroad bed, was an unsightly constructed ridge of earth, with steeply sloping sides which washed out in every heavy rain. The scheme for the removal of this miserable ridge and for the levelling of the road was primarily conceived by one of the neighbors whose property was greatly improved by the excavation, but, from the first, President Sharpless saw the immense advantage of the change to the college and he worked assiduously to bring about the achievement. The farm, too, which had often been a liability was turned into a positive asset under the shrewd management of "that good old man," John Grimes.

When Isaac Sharpless became President there was a total of \$211,364 in permanent endowments, divided under nine Funds or Foundations. They were named as follows: The general Endowment Fund, the Isaiah V. Williamson Fund, the John Farnum Memorial Fund, the Library Fund, the Thomas P. Cope Fund, the Edward Yarnall Fund, the Richard T. Jones Fund, the David Scull Fund and the Edward L. Scull Legacy. In the autumn of 1917 the par value of the college endowment was \$2,577,574 divided under forty-five separate Funds or Foundations. Besides

these impressive increases in income-bearing funds, the visible assets of the college had enormously mounted through the extensive construction of new buildings, some of which produced income and all of which possessed economic value. In 1887 the Library of the college enrolled 16,721 volumes crowded into a wing of Alumni Hall. In the autumn of 1917 there were 72,181 volumes attractively housed in the enlarged Library with an added fire-proof stack.

In 1887 there were 94 students in all departments of the college. In 1917 there were 195. In the meantime "special students" had been eliminated and the requirements for entrance, for continuation in college and for graduation had steadily grown broader and stiffer. In fact, Haverford had forged to a place of great prominence in the front rank of the small colleges in America. But the most superb thing in the life of Haverford during these eventful years was not increase of buildings or of endowment or of students or of library; it was the personality of Isaac Sharpless. We must take account of that significant fact in the next chapter.

CHAPTER VIII

ISAAC SHARPLESS, THE MAN HE WAS

No one can look at the face of Isaac Sharpless in Kevorkian's fine portrait of him, hanging in the College Union, without recognizing almost at a glance that the original of it was above all things a good man. What the portrait fails to tell is that this good man was also deep, complex and baffling. The key that throws open all the chambers of his many-sided nature does not lie at hand. It is a bold venture to set about the task of interpreting him to a generation that does not know him, for he strangely eludes analysis and diagnosis. We who lived with him and worked with him in close juncture thought we knew him, for we assuredly felt at home with him, but that ease and familiarity fall away and disappear as one of us undertakes to make him live again in the world which he has left.

He stood out, at least during the last ten years of his administration, as one of the very foremost figures among the heads of American colleges. His name was favorably known in all educational circles and his ideals and principles in college management travelled much farther abroad than he himself did. President Eliot, and after him President Lowell of Harvard, held him in high respect. In 1915 he was given the highest degree of honor that Harvard University could confer upon him—the degree of LL.D.—and he was plainly touched by this signal mark of appreciation. In all conventions and conferences of educators his voice was gladly heard and his words were recognized as words of wisdom. He spoke not only as a prominent educator, but he

carried still further weight because he was the incarnation of the ideals of a college which everybody had learned to admire and respect.

If one were to probe at once for the central trait of his character it would certainly be found to be *honesty*. He was amazingly sensitive to the demands of truth. He felt, with Sir Philip Sidney, that "truth is the highest thing a man may keep." I remember many years ago telling a prominent American scholar that I was from Haverford. Instantly he said, "I understand that is the one college whose president never tells a lie!" I did not admit the implication in reference to other college presidents, but I could verify the fact that there was in any case *one* who was the soul of honor.

President Sharpless himself always considered that the Quaker Queries had greatly helped to form his sensitiveness of soul toward truth and righteousness. All his life from earliest childhood he had heard this list of searching moral and spiritual questions solemnly read and he had sat in the assembly with the calm and solid Friends and had asked himself in the moments of silent confessional whether he was pure in heart and free of the taint of seeming to be what he was not. He wanted to be able to say with his ideal character, George Fox, "I am clear, I am wholly clear." That inner searching, that frank and undisguised interior catechism of the soul had its effect and if he saw the shadow of a willful sin lurking in any hidden corner of his being he went to work to remove it before it could leave its blight on his character.

Plato in the *Republic* tells of a magic ring, the ring of Gyges, which, when turned a certain way, rendered the wearer of it utterly invisible. He could move about in society and carry out any designs of his will without being suspected or detected. The wearer of it could "do what he pleased" and eliminate the fear of consequences. "Is there any one in the world," Plato asks, "to whom you would entrust such a ring? Is there any one good enough to hold such power?" He thought he knew one man who

would not abuse the privileges and powers of such a ring. I have always thought that Isaac Sharpless might safely have had the custody of the ring of Gyges. He had already eliminated "fear of consequences" as his motive of action. He asked solely what was right and true and good,—not what was advantageous. One might safely have said to him these famous words of St. Augustine: "Love God and then do what you please." He was one of the few men I ever knew to whom it would be perfectly safe to say: "You are your own guide and director; you may go out and do what you please."

It is not easy to mark off the fine distinction between honesty and sincerity, but there is a trait of character that goes on beyond what we usually mean by honesty. Sincerity goes farther inward than honesty does as ordinarily conceived. It is a quality of the soul itself and not merely of its action. It is purity of motive as well as rightness of deed. The sincere person goes in behind the scenes and reviews the *intention* before it emerges into act. Isaac Sharpless was not only sensitive to the absolutely truthful quality of his words and deeds, but he overpassed that aspect of his life and dealt very carefully and critically with his inner and hidden life which no eye but God's could see. We might, and did sometimes, disagree with his decision in complicated practical matters. He was obviously not infallible,—he would have been the last person to claim that he was,—but the quality of his intention was as clear as a bell, entirely free from any taint of craft or doubleness. He had, in James Russell Lowell's words, the "brave old wisdom of sincerity."

I have spoken earlier of something "complex and baffling" about him, but that was not due in any sense to "duplicity," or what I have just called "doubleness." In the good sense of the word he was extraordinarily simple, single-minded, unwavering—never going two ways at once. He would always bring the problem, or the discourse back to the central principle involved; he would reduce the issue to its naked simplicity. In this characteristic he was a good disciple of John Woolman. The complex and baf-

fling aspect was not due to any web of inconsistent strands, it was due only to the depth and richness of his nature. To understand him and *find* him one had always to go beyond the surface and in him one learned that even simplicity has a depth that may need, as Socrates would say, "a Delian diver"!

I wish that I could say that he was *gentle*, but gentle is not quite the right word for him, though those who were "far ben" with him, as the Scotch say, that is, those who knew him wholly inside out as his own family knew him and his most intimate friends did, would no doubt have used it. He was absolutely just and fair and square, and as straight as William Tell's arrow, but precisely that straight, unswerving character in him made it difficult in the same moment for him to seem gentle. You felt that he saw you through and through, and read you like an open book and somehow that directness of perception did not square with gentleness. It was difficult for a person to be gentle even with himself when this calm, clear judge of the secrets and intents of the heart was laying him open to the gaze of men and angels. Students still relate with awe how his clairvoyant eye revealed to themselves inner chambers which they had never dared to open before. They left his office convinced that he had penetrated regions they did not often explore and that he had seen them as they were, but "gentleness" hardly expressed the experience.

He had many times very frankly to diagnose members of the faculty who were failing at some point to come up to his ideals for the work of the department in which they were serving the college. I never knew an instance of the kind when he was not just and fair in his treatment of the case, but those who went through the ordeal did not think of it then or afterwards as a gentle process. There sometimes came a look in his face, a change of color, a tension of muscles that made one suddenly realize that he was not a man to trifle with. But this does not mean that in that large nature of his there was not a fine stock of grace and a genuine tenderness. Only he was not *soft*. Nobody who knew him ever thought *that*. Of course those who went fishing or

camping with him had a different story to tell. I am not dealing, however, with Isaac Sharpless as a camper or fisher, or as the father of a family. I am concerned only with the man who was President of Haverford College, the man as he appeared when he was in the midst of duties and responsibilities, and who had to answer for the lives and destinies of men in the making.

Above all, he had a large dower of wisdom, or perhaps insight is a better word for it. He was not in any exact sense of the word a scholar. He had a good mind, excellent fundamental capacity, and a genuine gift in mathematics. If he had come under the guidance of Cambridge Dons at the right period in his life and had had a long enough discipline under severe thinkers he would undoubtedly have won his place as a high-grade scholar. The same comment applies to his historical work. It did not reveal the finished historical scholar, though it was very good amateur work and distinctly worth doing. He was a wide reader and he was at home in a number of fields. But wisdom is quite another matter. There are many exact scholars who speak with academic authority but who, nevertheless, are quite barren of wisdom. It is a quality of spirit and character as well as of mind. It comes from study, from the mastery of difficulties, the solution of problems, from reading, from conversation, from experience in practical affairs, from the give and take of life, but even more it comes from meditation, rumination, reflection, the ripening, maturing processes which enrich the sub-soil from which ideas spring.

Isaac Sharpless had long preparation in all these formative lines of life and he emerged with wisdom, with insight. His intuitions were sound. I have spoken somewhat critically of the Quakerism of his early period as being too fixed and entrenched in the past. Those who knew him only in later life would never have thought so. He seemed to be *an essential liberal* and to be possessed of a spirit of largeness and of liberty. After his life was fully formed he was not entrenched at any point. He was free; he was both forward-looking and forward-moving. He was the leader of the movement to carry a fresh Christian life into the

neighborhood community at Preston and the Community House there is a memorial of him. He labored with all his might in his latest years to awaken in the Society of Friends a sense of brotherhood for all men and all races, and a feeling of responsibility for the community life of neighborhoods within reach of Quaker Meeting Houses. With the same sensitiveness he felt a keen responsibility for political conditions and he aroused in many of his friends a clearer sense of the duties of citizenship which for him was an inherent part of his life.

By those same cumulative processes he built up his educational insights and intuitions. He saw his next step and the next forward stage for the college with almost infallible insight. We have seen in the previous chapter how he gathered a remarkable group of men around him and how the college expanded in every direction. But none of all this expansion happened in itself! The plans budded and flowered out in his creative mind. He had a remarkable group of men in his Board of Managers. They backed him and cooperated with him in splendid fashion, but they did not, for the most part, originate the advanced steps. The same thing is true of the faculty. He could count on the hearty support of the men whom he had gathered round him, but they seldom took any initiative in shaping the policy of the college. He led and they went with him.

The wisdom of his leadership appears in a striking way in the introduction of student government. The old system of man-made rules, and the method of constant watch and guard under a so-called "governor" had been bankrupt for years. If these "boys" could not be governed by a "governor" who gave all his time to the task, who could suppose that those same "boys" could or would actually govern themselves. He believed that they both could and would. He trusted them and inspired in them a return trust and confidence. The new system at once revealed and demonstrated its superiority over the best epoch of government the college had ever seen under the best governor who had managed it with his body of rules and penalties.

What could have been a bolder policy than the decision to abolish admissions to Haverford by certificate and to admit only on a severely graded examination, and yet what could have been at the time a sounder policy? It put Haverford in the same intellectual grade as Harvard, Yale and Princeton. It meant, however, the loss to Haverford of some very good men, in some instances sons of alumni, and it involved necessarily the loss of many good athletes who found their way to institutions where the intellectual bars were not so high. It, however, put the college at once in a small choice list of institutions that proposed to take education seriously and to be done forever with the easy-going Country Club idea of education.

His wisdom was nowhere more clearly in evidence than in the athletic policy of the college. He sketched his liberal attitude toward athletics in his inaugural address. "I believe," he said, "that athletic games should have a prominent place in college life, not only for physical but for mental and moral reasons. They must be taken into the collegiate system, not merely to hamper them, or to subject them to useless restrictions, but to develop them." He had seen, ahead of most educators of his generation, the psychological importance of pure and healthy *sport*. He developed playing fields with the same enthusiasm that attended the development of laboratories. But from the first he was highly resolved to have all sports at Haverford clean and free from the taint of commercialism or professionalism. Even before the dangers of "importing" good athletes for advertising purposes and for commercial reasons had become a serious menace in college life, he saw with clear intuition exactly what it meant. His wise mind knew that it defeated the very end of sport, and that it would eventually carry taint and corruption through the whole college body. That unerring moral perception of his stood him in good stead in this matter, but it was due to his all-round wise insight that he became in the college the father and patron of sport for sport's sake,—sport as a thing of genuine joy and enthusiasm.

One of the aspects of his nature which comes first to mind

with everyone who knew him at all intimately was his humor. It was not something that occupied a compartment in him; it spread over his whole being. There were certain wrinkles around his eyes always waiting their chance to flash out something funny and his nose was made to express humor. You could always see the humor on the way before it actually arrived. He was an admirable story-teller and he was always picking up new stories with which he adorned his happy, convincing speeches. But a person might do that and still not be gifted with humor by nature. His humor went far deeper than that. It was an intrinsic part of him. There was a native flash and sparkle there even when he was not telling a good story.

This background state of mind in him helped him to bear "the heavy and weary weight" of the world, even when it seemed most "unintelligible." It was, too, a constant method and instrument at hand for dealing with the vagaries and misdemeanors of students. He would give a subtle, inimitable account of an escapade, hitting off the participants in it, making the whole thing ridiculous and turning the laugh of the entire college on the actors in the scene. How he knew the details of the secret event no one ever knew. How he got his facts remained hidden to everybody and how he was able to name the *dramatis personae* of the scene was undivulged. But as he proceeded to unfold the plot and to characterize the actors, so exactly that everybody knew who was being impaled, there was no doubt left that somehow he had got in on the inside of the thing.

Some students one night, years ago now, went to Mr. Hirst's neighboring pasture and brought two donkeys up into the long corridor of old Barclay, before the partitions divided the Hall into sections. The donkeys "he-hawed" and "woke the dead" as they raced back and forth from end to end of the long parade. The next morning at Collection, which fortunately I happened to attend, the President, with his eyes full of mysterious twinkles said: "When Senior _____ and Junior _____ (actually giving the names) wish in the future to hobnob with their friends,

the donkeys, I hope they will go to the pasture to visit them and not bring their friends into Barclay Hall where they disturb others." No more donkeys visited the dormitory after that. These happy surprises, these mysterious feats of detection immensely endeared Isaac Sharpless to his students and the "old boys" soon came to look back on him with unlimited affection. It was gloriously apparent at the mid-winter Alumni Dinners. There follows a good specimen of the weird way in which President Sharpless fathomed secrets and flung his surprises. I asked the "victim" of this experience to give me his own version of it and I shall pass it on in his own words:

"The autumn of my sophomore year found me rebounding from any presumed restraints of freshman year, but still with a juvenile conception of fun. Hence on Hallowe'en night some of us 'borrowed' the college Elmore (auto) from the barn where Harry Carter had put it for the night, and proceeded to Bryn Mawr College and wherever else a noisy serenade might prove effective. On return to college the down grade from the end of Barclay Hall enabled us to *coast* quietly into the college barn and carefully leave the baggage auto just where we had found it. Except for the fact that Harry Carter was seen to come to an unexpected standstill for lack of gasoline away down College Lane the next day, we considered the Hallowe'en drive a thing of the past, and a joyous occasion limited to the memory of the participants.

"Election to a class office or to one or another of the Student Body preliminary honors open to sophomores followed and I well remember the distinct pride which I found in it. And thereupon came a note in the mail asking me to stop in at President Sharpless' office at my convenience. Not wanting to delay any good advice which a newly elected sophomore officer might offer to President Sharpless I hastened right over to Roberts Hall. Without inquiring of Oscar Chase downstairs, I hastened on up to the President's office, and there, upon entering found that no

others were present and that I alone was to counsel with the President.

"But President Sharpless was extremely leisurely in welcoming me and continued right on with his writing for what seemed to me like several minutes, during which I stood anxiously by his desk. Suddenly President Sharpless looked up and with a steady and discerning smile on his face said, 'Charles, this little book seems to be thine. It was found in the college garage.' Like a flash the Hallowe'en occasion, well nigh forgotten in the importance of my new official responsibility, came rushing back and with it utmost confusion. Neither the one foot nor the other seemed adequate to hold up my weight and how I ever did get out of that room I don't know to this day! But President Sharpless never said another word, just looked at me with a quizzical smile as I faded out of the door, whether walking or crawling I can't remember! Next day, from the office I received a bill: 'For rent of college automobile, \$5.00!' Oscar Chase's receipts for that year will show that it was paid promptly. And for the following years they will show no similar entry from that particular student. The medicine was one hundred percent effective so far as any similar escapades thereafter were concerned.

"There was something about that *experience* which the mere repeating seems to fail to bring out. I have never forgotten it and believe I never shall. How President Sharpless knew that that particular way of handling the event would hit me just right at that particular moment I do not know. But therein was indicated his genius."

It is impossible to over-emphasize the part Isaac Sharpless played in creating an atmosphere of faith and confidence. We somehow felt that the cause of which he was champion, or the undertaking of which he was leader, was bound to succeed. He did not impose his authority from the outside on others. What he did do was to create faith in his faith. You went with him; you worked with him; you joined his campaigns because it was perfectly natural to believe in him and to line up and get behind the affair.

that had his faith and his support. He had a kind of magic way of attracting large sums of money to Haverford. Men of large business experience would say to him: "I do not know anything about these matters of which you have been talking, but if you say that that amount of money is needed for your project I will find it for you." There was a fine alchemy in his word and in his touch that turned the most unpromising material into gold. The same spirit of trust and confidence worked powerfully on the members of the faculty and on the student body and no less on the alumni of the college. He raised the entire quality of spirit in those who worked with him. He produced a new *climate*.

He came to me once, when I felt that I was carrying a load of work that had reached its absolute maximum, and asked me to add a course in English History and a course in Constitutional History on top of my Philosophy and Psychology work. My first response was, "That would kill me before the first year was over." He smiled and said: "That would prove that thee did not have as much *stuff* and endurance in thee as I had always supposed." Without a moment's hesitation I said: "I will do it, die or not die." If he believed in me that way I knew I could do it. What this quiet, serene spirit of confident leadership meant to the college from 1887 to 1917 is beyond calculation. He himself was, through those thirty years, the greatest single asset the college possessed.

His immense interest in politics was a pronounced trait in the man and would need extensive treatment if I were writing his biography. It deserves mention here only because it produced a constructive effect on the students of the time. It was an excellent object lesson to see a man with all his weighty intellectual and educational concerns so profoundly interested in local politics and in the political affairs of the state and the nation. The same thing applies also to his life-long devotion to what may be called tasks of social betterment. He worked unstintedly to transform the life and the moral condition of Preston, a nearby village, as has already been said, and again of Coopertown, and no less so

to elevate the social and moral life in the neighborhood of one of the Friends' Centres in Philadelphia. The work was good in itself, but it is even more important to note that the contagion of his spirit and of his devotion in the lives of those around him was perhaps the noblest effect. He was not a preacher nor a moralist, nor a theorist about life. He was essentially a doer, a liver of the life. He translated all his views and ideals into flesh and blood and made them march. He put the warmth and reality of practice into all that he stood for.

It will not seem excessive to those who know for me to quote in reference to him the words that Plato wrote of Socrates: "Such was our friend, whom I may truly call the wisest and justest and best of all the men whom I have ever known."

CHAPTER IX

SOME OF THE CREATORS OF THE HAVERFORD SPIRIT

It is not buildings and grounds that make a college. A president by himself, however great and inspiring his personality may be, cannot make a great vital centre of education, culture and discipline without the cooperative help of an important body of scholars and teachers who are the actual "transmitters" of the institution's higher life. Haverford has been fortunate at all periods of its history in the quality and type of its "transmitters." They are the builders of the invisible college. They with others are the creators of its spirit and its ideals. Visitors can seldom *see* the real Haverford that we know, because the essential thing about it is "viewless"—it can be felt but not seen.

Even before Isaac Sharpless became president, Dr. J. Rendel Harris, a scholar of distinction from Cambridge University, England, had been secured as Professor of Ecclesiastical History and New Testament Studies. He had been for two years Professor of New Testament Greek at Johns Hopkins and in the autumn of 1886 he entered the Haverford Faculty. He had taken highest honors as a Wrangler, and after a term of years as Fellow of Clare College and Mathematical Lecturer he changed the central field of his intellectual studies and became a noted expert in early Church History and in early Christian documents. He was thirty-four years old when he joined the Haverford group of scholars. His researches had already given him a solid reputation which he was to continue steadily to augment. He had a fascinating

personality, a charm of manner, a striking style both of speech and pen. His method of teaching was unique and peculiar to himself. The students never knew in advance with what the next lecture would deal, and the marvelous man carried them on wings as eagles from one peak of truth to another across continents and athwart the centuries as though he were at home in all ages and in all lands. The lectures kept them keyed to a high pitch, but examination time found them somewhat mixed and confused. It was not easy to "stand and deliver" wise, full and solid details on such an amazing variety of fields and domains. The stimulus, however, which they got from their class-room "travels" with the "Doctor" was very great and these classes left them with a large stock of interests and contacts.

Professor Harris' years at Haverford did much to extend the reputation of the college in circles where it had not been known before. He travelled widely in his work of research, he had an extensive intercourse with scholars all over the world and he put out a variety of publications all of which gave Haverford a wider area of influence. He had a large circle of friends in Philadelphia and in Baltimore and to a notable extent they became through him friends also of Haverford. It was through his efforts that the necessary funds were raised to buy the famous Gustav Baur Library of seven thousand volumes for the college Library. He also added many interesting manuscripts and inscriptions to the Library collections. It was largely through his bold and ambitious leadership that the "Haverford College Studies" were begun in 1889. The "Studies" were learned papers written by members of the Haverford Faculty or contributions to original scholarship made by them. They contained no popular material but offered an opportunity for a scholar at Haverford to get his researches into print and so to get the attention of those who were learned in the same field. Many of the fruits of Rendel Harris' travels in the Near East first saw the light in these "Studies." All this work further added to the fame of Haverford.

Nobody who was at Haverford during these years could ever

forget the extraordinary quality of Professor Harris' preaching. He frequently spoke at Thursday Meeting which students and faculty attended, and he revealed on these occasions all the wonders of his mind, his endless knowledge, his range of travel, his power of illustration, his inimitable humor and withal his unquestioned saintliness. He has returned several times to his old college for occasional lectures and many spots on our campus still preserve an *aura* left here by his presence among us years ago.

Frank Morley, another importation from England and like Rendel Harris, also from Cambridge, distinctly added to the scholarly rank of Haverford teachers and contributed in large measure to the intellectual atmosphere of the place. He lived "inland," off the beaten roads of travel, in the house where for a whole generation Dr. James A. Babbitt has since lived. Here Christopher (Kit), Felix and Frank, all of them Rhodes Scholars and all three distinguished in the literary world were born and grew up. Mrs. Morley brought a rare love of music and an equally rare musical skill and technique into the Haverford circle, that had unfortunately been far too gray and unmusical before, though it had in some mysterious way already produced David Bispham of the class of '76.

Professor Morley contributed mathematical papers to the "Haverford Studies" which ran far beyond the mental frontiers of most of us, and which seemed as mysterious to us then as Einstein's writings do now. The students in his early classes felt themselves swept out beyond their old familiar moorings. There were always men in those years from 1887 to 1900—the Morley years—who lacked the full caliber to go with him all the way to the top of his hill. But there were also men in every class of the period who *found* their powers through him and who learned to go his tremendous pace up his steep, high hill.

Professor Morley was an unusually shy man, not quite at his ease in a throng and somewhat embarrassed even in his own class-room. He gradually grew habituated in the Haverford circle of students and teachers and came to feel comfortably at



PROFESSOR FRANCIS B. GUMMERE

home here. He brought much to the college and he unstintedly gave himself to his work and to his students, and his going from Haverford to Johns Hopkins in 1900 was universally regretted by everybody connected with the former institution.

Few things certainly that Isaac Sharpless ever did for the college were more important in its history or more significant for its intellectual life than the selection of Dr. Francis B. Gummere to be Professor of English. It was one of the early decisions which he made at the opening of his career as President and Dr. Gummere covered the whole administration. "They were lovely and pleasant in their lives and in their death they were not divided." Francis Gummere came, as we have already seen, of a noble Haverford lineage. His father, Samuel Gummere, was president of the college from 1864 to 1874. His grandfather, John Gummere, was the first teacher of mathematics from 1833 to 1843 and was the man who gave that department its high-level place in the institution. Francis was born in Burlington, New Jersey, March 6th 1855. He came to Haverford as a little boy of seven, when his father became Professor of Mathematics to be followed by the presidency two years later. They lived in the house beautifully situated in the woods, where Maple Lane slopes down to the skating pond brook, afterwards the home of Pliny E. Chase, then next of Allen C. Thomas and now of L. Arnold Post. He was a strikingly brilliant boy and showed distinct promise before he entered the sophomore class at Haverford in 1869, only fourteen years of age. He was a member of the famous class of 1872.

He spent two years in business in the Pencoyd Iron Works and in 1874, the year his father died, went to Harvard and took his B.A. degree there in 1875. At Harvard he came under the spell of Professor Child in English and there discovered his own aptitude and found the central direction of his life. For four years he was the inspiring teacher of English and Rhetoric at Friends School (now Moses Brown School) in Providence, Rhode Island. His future wife whom he married in 1882, Amelia S. Mott of Burlington, New Jersey, was one of his pupils during

most of this period of teaching. Then followed two years of specialized study abroad, culminating in the degree of Ph.D. from the University of Freiburg in 1881. He was instructor in English at Harvard 1881 to 1882, the year that George L. Kittridge, later one of his most intimate friends, graduated. He was chosen in 1882 to be Head Master of the Swain Free School in New Bedford, Massachusetts where he steadily increased his reputation as a scholar and a teacher. He remained in New Bedford until he was elected Professor at Haverford in 1887, with a year's leave of absence in Europe before beginning his residence life at the college. It was a rich and fruitful year and he entered on his Haverford career full of creative vitality and charged with a high quality of contagious inspiration.

The Gummeres lived for their first year in "Woodside," the old home of President Chase, at the end of the Serpentine Walk. This was at that time the home of Rendel and Mrs. Harris, but they were spending the academic year, 1888-89, in Armenia and the Gummeres took over their furnished house in their absence. The problem of housing at Haverford was a very acute one at this period. Nearly every new-comer had a term of years in the elastic quarters of Founders Hall, but with a family of three boys, the third, Francis Jr. was born in Woodside, the Gummeres felt that they must have an adequate and permanent home. An arrangement was made by which a professor was given the privilege of building his own house on the college grounds, free of ground rent, and the college agreed to buy back the house at a specified sum if the owner at a later time wished to sell, or he could, with consent of the Managers, sell his house to another member of the faculty.

Under this liberal plan, Dr. Gummere proceeded to build the attractive house in the grove of primeval trees at the northern end of what is now the Circle. The Circle in those days was part of the cow-pasture which ringed around the cricket field. Professor S. K. Gifford and Professor L. B. Hall joined Dr. Gummere in the new scheme and the curving road was built between

the cricket field and the pasture and the first houses on the Circle came into being. The Gummere house in its beautiful setting was ready for occupation in the autumn of 1890 and for thirty years was the happy home and the scene of the literary activities of Francis and Amelia Gummere, for Mrs. Gummere was also, as well as her husband, a writer of books and articles.

In the early period of his tenure, Dr. Gummere had German classes as well as English and many Haverford men remember with enthusiasm his course in Goethe's *Faust*. But from the first his Shakespeare course was his memorable class, with the course in Chaucer as a close second. The range of his reading was well-nigh universal and he drew upon all the marvelous stories of his amazing memory for his illustrative material. Few English scholars have ever possessed a richer classical background than he did. He had read not only the usual classics, but he was familiar as well with the rare and out of the way books by Greek and Latin authors and he was widely read in medieval Latin writings. Everything that he put away in the deep well of his subconsciousness was likely to come back when he wanted it. Consciously or unconsciously he wove threads of association around everything he handled so that his mind could at need "fish up" and bring forth whatever he wanted for the occasion.

The most striking characteristic about him was his sparkling brilliancy, though one must not forget that it was the brilliance of a greatly stored intellect. His mind flashed and corruscated. Happy allusions and extraordinary asides unexpectedly broke in on what he happened to be saying. He shot everything through with new light. He read poetry with great metrical technique and rhythmical skill, revealing all the time penetrative insight into the meaning and significance of it, with side flashes and turns of allusion. He had a genuine poetic gift of his own and he was a master of poetic metre and, besides, he had at his hand a thorough acquaintance with the entire field of the literature of criticism. Seldom is it ever the lot of a student to sit at the feet of a teacher better equipped than was Dr. Gummere, but that of

course is not all that can be said. Many highly equipped scholars are "dry-as-dust" men. Too often they are like Browning's *Grammarians*:

"Learned, we found him.
Yea, but we found him bald too, eyes like lead,
Accents uncertain."

Gummere had none of that "dead from the waist down" aspect about him. He was alive to his finger tips, and his class-room fairly throbbed with an *élan vital* when he was lecturing.

He naturally came to be sought for as a member of the Literary Clubs in the city and as a guest on social occasions, for he gave a charm and entertaining quality to everything he touched. He disliked public speaking and was hard to "land" as an after dinner speaker or for occasional addresses. When he undertook such engagements he always did them with his fine touch, but he was apt to "shy away" from such calls, if he could think of an available excuse. He formed about himself a little circle of very intimate friends with whom he played chess, or, more often, enjoyed the interchange of wit and wisdom in unforgettable fashion. For twenty years he was a golfer and on the golf-links and at tea after the game, "in the nineteenth hole," his happiest flashes sparkled out to the delight of everybody, except when it happened during the game, as it often did, to the detriment of the golf-stroke of the other man. If his ball unexpectedly got over the brook, it was the "angels" that did it; if it suddenly dropped into the pond after a good drive it was the "demons" that did the dirty work. Once when a "dub" drove a long ball and hit him a stunning blow on the head, the offending player ran up to apologize and began by saying it was an accident. "Yes," replied Dr. Gummere, still half-stunned and lying on the ground, "I knew right off, when I saw the length of the drive, that it must be an 'accident'."

I went with him for his first game after he had lost the sight of one of his eyes from retinal hemorrhage. It was a crisis-mo-

ment as he swung for his first drive. Everything seemed hopeless when with unspeakable ill-luck he drove the ball into his own golf bag lying nearby! I claimed that the first shot didn't count and he teed up another ball and sent it nearly two hundred yards. His spirits went up to the top of the tube and from the time of that successful swing, his old joy in golf came back and lasted until the end. One of the last games I remember with him was on the day of the signing of the Armistice in 1918. His happiness was so great that there was an almost continual stream of remarks and ejaculations between the strokes and he seemed like a boy in his first love.

Gummere was often on "a high horse" at faculty meetings. These occasions seemed especially to tap the deep wells of his humor. He brought good judgment to bear on the problems, but he did much more, he enlivened the meetings with a touch of genius. He hit off situations with unforgettable phrases and characterized men and things with a flash or a quip that left no ice unbroken. Once when a member of the faculty who had become as bald as a billiard ball was vividly describing a lamentable situation for which someone was no doubt to blame, Gummere suddenly broke in with the words: "Shake not thy gory locks at me, thou canst not say I did it." Strong men wept, and we nearly had to adjourn to repair the damage!

All through the years at Haverford, Dr. Gummere's reputation as a scholar was steadily growing. His *Old English Ballads* (1894); His *Beginnings of Poetry* (1901); *Popular Ballads* (1907); *Oldest English Epic* (1909) and *Democracy and Poetry* (1911) steadily added to his fame. His name became known almost as widely as the field of English scholarship. He was called to lecture in the University of California, in Northwestern University and in other learned institutions, and wherever he went he charmed his hearers and added to his brilliant reputation. In 1901 he was called to a distinguished professorship at Harvard University. No one supposed that he could resist such an attractive call and Haverford seemed doomed to lose him. But to the

surprise and joy of all his Haverford friends he decided to decline the position and remain where he was. The decision gave Haverford a new standing in the eyes of the public. If a man of such reputation elected to go on living and teaching in the small college when he might have one of the highest positions in one of the greatest universities there must be something unique about that small college and some good reason for remaining attached to it.

In 1909 Harvard University conferred upon him the degree of Litt.D. Other university calls came to him but after his decision to decline the Harvard position had been made, nothing else could move him, and he stayed on faithful to the end to the college where his scholarly life began. He died, all too early, in 1919. The old students and their friends who admired him, honored him and loved him, raised as a monument to his memory a foundation fund to establish in perpetuity the Francis B. Gummere Chair of English Literature.

One of the longest terms of service to the college that any one has given was that given by Allen C. Thomas. He was a member of a very distinguished Quaker family of Baltimore. He and four of his brothers were "Haverford men," Allen graduating in 1865. He spent somewhat more than a decade in shipping and commission business in Baltimore after graduating, but it was also for him a period of intellectual expansion for he was always a man who devoured books and kept pace with the progress of thought. He came back to Haverford in 1878, at first to fill a business position, with the title of "Prefect." He showed the remarkable range of his mind by teaching in many departments wherever there happened to be a vacancy. He gave at various times in his early period a course in English Literature, in Political Economy, in Constitutional Law, in American Politics, in History of Civilization, in Quakerism, in Biblical Literature and in English and American History. From the first, he was Librarian as well as Business Manager of the college.

In the autumn of 1885 he went to Cambridge University for

a period of graduate work in history, studying with some of England's foremost historians. On his return in 1887 he was made professor of History and Political Science, the title being changed in 1893 to professor of History. From this latter date the field of his teaching was limited to American History and he was more and more absorbed with his work in the Library which was rapidly expanding. He wrote a *History of the United States for Schools and Academies* which at that time was unique in that little space was given to war and military achievements and all the stress was laid on social, economic, political and educational developments. The reception given to this new type of history was immediate and striking. More than a million copies of the book sold to students in the schools and academies of the country.

Professor Thomas was not a brilliant and thrilling type of teacher. He was faithful, diligent, painstaking, an honest, straightforward worker. He was an omnivorous reader, knowing how to skim a book that did not call for slow perusal, and being able by a rapid survey to estimate pretty accurately the book's value. There was nothing in English Literature worth reading that he had not read. His memory was well nigh infallible, and he could tell instantly where to find almost any desired passage. When any students or others came to the Library with a subject to be investigated, "Uncle Allen," as two generations of students called him, would almost without reflection draw up an extended list of books and references covering the theme with his added personal comment on the respective value of the books. It was interesting to note how often his judgment stood the test of a careful study of the books and periodicals, listed in his *précis* of reference.

Library technique was not his strong point, though he managed the practical affairs of the Library as well as any one without specific technical training could have done, but when it came to the work of library consultant, I doubt if anybody was ever better. He had curious little mannerisms which we all came to love. He was weak in powers of class discipline and "vicious

students," as one of the faculty children called them, sometimes took advantage of him, but there was a long line of men from 1878 to 1920 who always felt that they owed the "dear Uncle" a great debt of gratitude. A life-like portrait of him hangs in the Library where his main work was done, and the kindly face is still a benediction to readers who never knew the man himself.

The truly great career of Professor Lyman Beecher Hall as a teacher will be dealt with in a later chapter, under science at Haverford.

Classical studies have always been an important feature of the Haverford curriculum. We have seen how carefully the world was searched to find the right men in mathematics. The same care applied also to the Classical Department. For twenty-two years Greek at Haverford was taught by one of its own sons, Seth K. Gifford. At first, when he began his teaching career at the college he taught both Latin and Greek and had some classes in German, though at this period the upper classes in Latin and Greek were taught by President Chase. Professor Gifford had two years leave of absence, from 1883 to 1885 and later he took his Doctor's degree at the University of Bonn in 1892. On his return from Germany in 1885 and afterwards, he had only the Greek department.

He was a sound, proficient scholar, worthy of the Haverford classical tradition, and with it all, he was a strikingly successful teacher. Nobody could slip by with slovenly work under his watchful eye. He stood like Gibraltar—his own classical "Pillars of Hercules"—maintaining an unvarying standard of excellence. You might take a "shun-pike" and avoid Greek by shifting over to a scientific course, but if you came up for Greek, you had to walk softly and work honestly. Why the Greeks thought it best to have so many irregular verbs is an unsolved problem, but since they produced them and wrote them into their great literature, Professor Gifford always insisted that they were to be *learned*. Many a man in retrospect, faced with the stern realities of life, has thanked him for his stiff discipline and for his unyielding

firmness. He recognized no soft expedients; he encouraged no vain hopes that the hard could be made easy by dodges and postponements. He held his student strictly to the task in hand, and when he had done his Greek to the satisfaction of Professor Gifford, he could live happy ever after!

I do not mean to imply that he was only a drill-master. The facts were far otherwise. But in literary enjoyment the way to the stars is up through a knowledge of the language and that must first be mastered. His appreciation of form and style, of turn of phrase and beauty of expression, was very great, and he was as particular to have a translation rendered into good English as he was insistent that the parts of the Greek verb should be known. After he was done with a man that man knew as much about good English style as he did about the metres of Greek choruses. There can be no question that Seth Gifford made a distinct contribution to the higher life of Haverford and to the noble scholarly tradition of the college. That unswerving faith of his that standards are sacred things, and that they are to *stay up* in all weathers and under all circumstances, was and still is excellent tonic.

Wilfred P. Mustard, Ph.D., began his Haverford career as Instructor in Latin in 1893, becoming Professor of Latin a year later. He was a scholar of high distinction and an excellent teacher. He had made an extensive study of the influence of the classical writers on the great English poets and his range of acquaintance with English literature was very striking and gave his teaching a fine breadth of culture. His contacts with the student body were close and intimate and he had a host of friends in the classes he taught. He played cricket and soccer and golf and carried over his contagious enthusiasm for sport to many of his students. He trained a goodly number of scholars in his field and proved to be an ideal man for a college of the Haverford type. He was called to Johns Hopkins University in 1907 and his departure was universally regretted. During his four-

teen years at Haverford he made a distinct contribution to the higher life of the college. He died in 1932.

Richard M. Gummere, Ph.D. of the class of 1902 succeeded Dr. Mustard as head of the Latin Department. He was the fourth generation of Haverford teachers in direct line from John Gummere. He came to Haverford from his graduate studies at Harvard highly equipped for his work, with decided promise of a great career in his chosen profession. He was made Associate Professor in 1910, but he was called away in 1918 to become Head Master of the William Penn Charter School in Philadelphia. He did not leave Haverford, however, until he had revealed marked gifts as a teacher and as an administrator.

Emory R. Johnson, Ph.D. of the University of Pennsylvania, introduced in 1893 the modern method of dealing with economic problems. Before this date there had been good work done in Political Science by William Draper Lewis and other teachers, but before that time "Political Economy" had been taught in the old style. Dr. Johnson was at that period a rising scholar and a first-class expert. His advent awakened much interest in and enthusiasm for that important field of study. In 1897 President Sharpless secured as a permanent guide in this department a young scholar who was just then completing his studies at Harvard under Professor Taussig, Don C. Barrett, Ph.D., a graduate of Earlham College. Under Dr. Barrett's leadership, Economics took a high place among the major branches of college work and the department has with the years expanded in range and influence. Dr. Barrett has received enviable recognition as a scholar from other institutions and he has rendered admirable service to a long line of students. From 1904 to 1908 he was Dean of the college.

I shall speak in a later chapter of the immense service which the college has received from Professor Frederic Palmer, Jr. in various lines. One of the notable things that President Sharpless did for the college was to discover and call him to Haverford. The first half of his career as Dean was during the Sharpless

administration from 1908 to 1917, but his splendid work continued for twelve years in the administration of President Comfort and I shall speak of it in due time. There have been other faithful contributors to the glory and success of this period of Haverford's history who are not here called out by name. If all who have taught and labored in the ranks were especially mentioned and characterized there would be danger of monotony and I am sure that those who are passed over in silence will understand the difficulty of making the extensive story complete.

CHAPTER X

THE BUILDERS BEHIND THE SCENES

AT ALL periods of its history Haverford has always had a group of men on its Board of Managers who have given time, money, wisdom, counsel and the best of themselves to the college with unbounded generosity. There was, as we have seen, a period when the Managers endeavored to conduct the college at arm's-length from the city and that naturally proved to be a mistake. No one of them was expert enough for the complicated task but as soon as they found a pilot to whom they could trust the ship then their corporate wisdom became a tremendous asset to him and to the college.

The Corporation of Haverford College is a large body of persons who, according to one of its By-Laws which was in operation until 1930, were to be members of the Society of Friends. That By-Law has been changed and non-Friends are now eligible for election to the Corporation. A number of new members are usually added year by year to the body including recent graduates of the college and other suitable qualified persons. From 1830 to 1886 the Secretary of the Corporation was its presiding officer. At the latter date the office of the President of the Corporation was created and Wistar Morris of Overbrook, Pennsylvania was elected the first President. The President, Secretary and Treasurer of the Corporation are *ex-officio* members of the Board of Managers. The Board under its present arrangement consists of the three officers of the Corporation and twenty-four other members who are elected for a term of three years, the term of eight of

them expiring each year. Besides these twenty-seven members there are four members who are alumni representatives on the Board. Into this body of Managers has gone, year after year, many of the ablest members of the Society of Friends. The difficulty of travel has naturally confined the membership of the Board largely to the Atlantic seaboard, and, to quite an extent, to Philadelphia Yearly Meeting, though there have always been some distant members, especially from New York, Baltimore and New England.

This group of men through the century has given an unbelievable amount of time and thought and effort to the affairs of the college. It is an implicit principle among Friends that the acceptance of a position on a Board or a Committee carries with it responsibilities, duties and loyalties of a weighty character. Those who have been chosen to be Managers at Haverford have usually been persons of this seasoned and qualified type. They have often carried heavy loads of business responsibility while the president of the Board, the secretary and, in a peculiar sense, the treasurer have taken a full man's share of the college tasks. Charles Yarnall, who served on the Board from 1830 to 1868, a large part of which period he was its secretary, is a notable illustration of the type of man that has worked faithfully behind the scenes to make the institution what it now is. He was a man of broad and liberal scholarship, of sound judgment and wise insight. For many years his service and devotion to the college were so extensive that he exercised almost the functions of a college president. His daughter, Anna, in memory of her father, bequeathed one half of her estate, a sum amounting to \$175,000, to the Library at her death in 1916.

It will be possible to select only a few names out of the long list of members for specific mention and commendation, but in many instances those who receive no mention were, and are as worthy of love and gratitude as those who are starred and put on the public bead-roll. Many of these unheralded men attended every meeting of the Board for a long series of years, served on

sub-committees, paid frequent visits to the college, bore its problems on their minds and hearts night and day, gave generously of their money to it in times of need, and all the time kept themselves in the background behind the scenes, like the inconspicuous builders of the coral islands.

Happy indeed and fortunate is the college that has the devotion of such creative builders "who build and make no noise, no chips." There were periods in the life of the college when heavy annual deficits were made up, quietly and without any advertisement, by generous subscriptions from members of the Board. There was a long period before the income of the Jacob P. Jones Legacy, to be spoken of hereafter, became available, when the annual deficit amounted approximately to \$15,000. This was covered by five men who gave \$3,000 each year to balance the accounts. The college has always been generous with its bestowal of scholarships and in the lean years before there were adequate endowments for the purpose many a student owed his chance to study at Haverford to the anonymous gift of some large-hearted Manager. The college has occasionally put up a tablet to the memory of some striking giver of love or money or both, but if all its generous donors were commemorated the line of tablets would be a very long and shining one.

I must speak first here of one of "the builders behind the scenes" who was not a Manager and not in actual fact a member of the Society of Friends—Jacob P. Jones, to whom Haverford owes its largest single debt of gratitude for financial bestowals. Jacob P. Jones was born in Philadelphia in 1806 of Welsh Quaker ancestry. He was educated in Quaker schools, finishing his systematic education at John Gummere's famous school in Burlington, New Jersey. He had already commenced his business career before Haverford School was founded. His business was buying, selling and importing iron and steel. He was in partnership with Israel Morris of Green Hill in the firm of Morris and Jones, later Morris, Jones and Co. The firm was extremely successful and in 1860, when he was only fifty-four, Jacob Jones retired with a

competency, though he continued during the remaining twenty-five years of his life to be an active Director or Manager of important business, financial and charitable institutions.

His son, Richard T. Jones, a youth of large promise and of attractive charm of personality, entered Haverford in 1859, graduating after four happy years of college life and work. Thomas Chase became interested in him and gave him much kindly attention during his years of study and the short period of life that was granted after his graduation. He was never robust and his failing health compelled him to retire from business and to go abroad. He lived only barely long enough to return to America, dying two weeks after his arrival in 1869. His father's life had been closely bound up with that of his son and everything that had ministered to his true development became at once very precious to Jacob Jones. Naturally his interest and his thoughtful attention turned strongly to Haverford College. He became intimately attached to President Chase and often visited him to discuss plans for promoting the interests of the institution. He contributed \$10,000 toward the building of Barclay Hall and told Thomas Chase, though in complete confidence, of the provision which he was making in his will for the college.

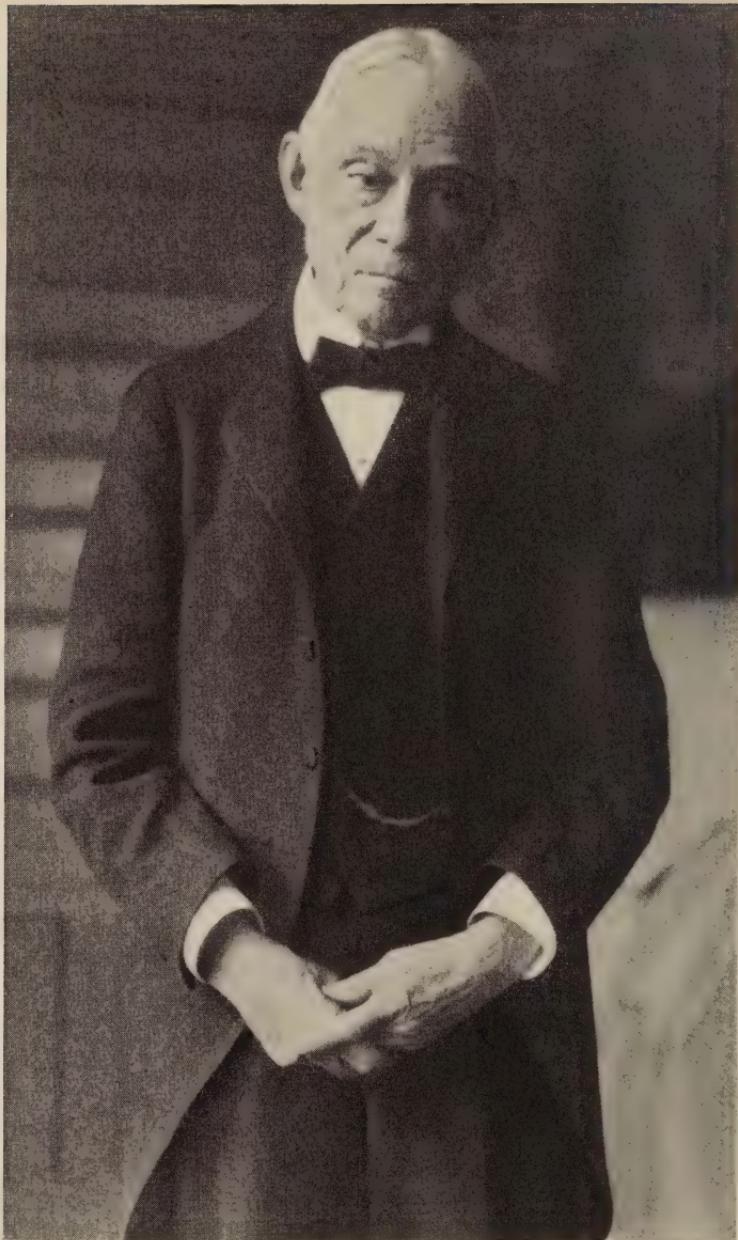
He died May 20th 1885 and then it was found that his will devised the bulk of his estate to Haverford College in these words: "Having full faith in the tenets of the Christian religion and entertaining great confidence in the wholesome influence exercised over those who, in their youth, are in the training, care and teaching and example of instructors professing the faith and observing the discipline of the religious Society of Orthodox Friends, it is my desire and request that the above named Corporation shall retain and keep invested the capital of the funds and estate which shall come to them under the residuary provisions of this my will as a permanent endowment fund, and spend and appropriate the income only thereof in carrying out the work and objects of their incorporation."

The provision in the will for the college did not become ef-

fective until the death of Mary T. Jones, the widow of Jacob P. Jones. Her death occurred in October 1896. Much of the estate was in land situated near Overbrook and the Managers had a task on their hands to dispose of the property in the right way and at the right time. It was admirably managed and eventually yielded a larger sum than was forecast in 1896. The final amount realized, enhanced by changes in investments, was \$1,427,905.43 market value. Out of the income provision has been made for sixteen Corporation Scholarships of \$300 each, four to be held by the students of highest rank in each college class; ten scholarships of \$150 each and eight of \$100. This arrangement is in accordance with the expressed wish of the testator. This noble bequest of Jacob Jones marks an epoch in the life of the institution. At the time of his death and even at the time of the death of his widow, the college was always struggling with a poverty of income. It lived from year to year. Salaries were necessarily small and all appropriations had to be cut to narrow compass.

The assurance of this great prospective addition to the annual income at once changed the attitude and spirit of every person in responsible position at the college. I was a student when Jacob P. Jones died and a member of the faculty when the legacy became effective. It was as though one had been walking on a plank high up in the air and suddenly found himself walking on solid earth, with the danger of a fall removed. The whole atmosphere of the place was altered and life took on new hope and promise. One could wish that Jacob Jones and his wife might know what has been wrought through their munificence—what *has been* wrought and what through the interminable years *will be* wrought. The college has erected a suitable tablet on the south porch of Founders in memory of the generous giver. A portrait of him hangs in the dining hall and J. Henry Scattergood as Treasurer of the Corporation prepared an excellent Memorial Number of the Haverford College Bulletin for March 1927.

T. Wistar Brown of Villa Nova, Pennsylvania, who died in 1916 at the end of a long and fruitful life, was one of the greatest



T. WISTER BROWN IN HIS NINETIETH YEAR
Duplicate made 1927 by H. C. Leod from the original photograph in the
loan collection of the Arden Studios, Inc., New York

friends and contributors Haverford has ever had, and, throughout his life, he was a contributor because he was first and foremost a true friend of the college. He became a member of the Board of Managers in 1853 and had an unbroken period of service in this capacity for sixty-three years which is a record not easily broken. From 1891 until his death he was President of the Corporation and also of the Board of Managers. Fidelity, honor, trustworthiness, faithfulness even in little matters,—these were indelible traits of his character. He would take endless pains with any affair for which he had the responsibility. He attended to all matters of importance with his own hand, and his letters on college business were always written with his pen, not through a secretary. His religious life was not expressed in words of which he used few, but it ran very deep and his life was invariably behind his faith. He was a retiring type of person; he did not enjoy publicity or public functions. What he liked best was to sit quietly in his study with his books around him and think of ways to promote the highest interests of the college he loved. He would talk for hours at a time with some one in whom he had confidence about the future development of Haverford. The Library, the Meeting, the spiritual welfare of the students, the departments of the college that were most closely connected with character-building, lay nearest his heart and were recurrently in his thoughts and in his plans.

For many years during the lean period, he gave as other Managers did, to help cover the annual deficit, and to balance the accounts. There was not much joy to be got out of that necessity. When the tide turned and the era of prosperity began he gave along the lines that especially appealed to him and got the satisfaction and joy of promoting the things in which his interests centred. In 1892 he began to create the Mary Farnum Brown Library Fund in memory of his wife who was a daughter of John and Elizabeth H. Farnum. This Fund was increased in 1894, 1913 and again in 1916 and reached the total amount of \$84,470. \$10,000 of this sum is set apart as a capital fund to

endow "The Haverford Library Lectures," the income of the rest of the Fund is used to increase the Library and one fifth of the income is designated for books on Christian Knowledge, known as the C. K. Fund. In 1900 he established the John Farnum Brown Fund in memory of his son who was drowned while he was a student at Harvard University, having graduated at Haverford in the class of 1893. This Fund was gradually carried up to \$298,970. \$5,000 of this Fund is set apart as an endowment for reading prizes in Philosophy and Biblical Literature. The remainder of the Fund is an endowment for the study of the Bible, Biblical History and Literature and for Philosophy and kindred subjects. What he had in mind was the promotion of religious thought and spiritual insight.

His greatest gift in actual amount to the college was a memorial to his father, Moses Brown. It had been established as a Trust Fund before his death in 1916. It was originally \$372,821 and provided for an addition each year of ten percent of its income so that it has been steadily growing in volume. It was intended to promote graduate study in the same general field as that marked out by the John Farnum Brown Fund—that is, along religious, social, philosophical and historical lines. I shall deal in a later chapter with the graduate work at the college under the income of this Fund.

T. Wistar Brown promoted by his generous gifts and endowments educational work and interests outside and beyond the college, but his largest gifts were to Haverford and he is the greatest benefactor the college has so far had in its history with the single exception of Jacob P. Jones' legacy. T. Wistar Brown did more than add funds to an endowment. He gave affectionate thought and sympathetic interest and he helped to produce the spiritual atmosphere of the Haverford we know. He was gentle in manners, of marked simplicity in life and thought, with breadth of sympathy and liberality of spirit.

One naturally thinks of James Whitall in the same bracket with T. Wistar Brown. They had very similar ideals for the col-

lege, and they thought and talked together frequently over ways and means of forwarding its best interests. James Whitall entered the Junior Class in 1850 and graduated two years later. He became a Manager of the college in 1857, when he was only twenty-three years of age and served until his death in 1896—thirty-nine years. He was Secretary of the Board for ten years and for a long term of years he was Chairman of the Executive Committee. He was a man of great business ability and he brought wisdom, judgment and insight to all the problems of the college with which he dealt. He was a frequent and liberal contributor to the funds of the college and in a quiet and unobtrusive way he built his life into the structure of the institution. James Whitall's son, John M. Whitall, nobly took up and carried on his father's interest in the college. He entered Haverford in 1876 and left at the close of his junior year. He was elected a Manager in 1907 and served faithfully and wisely until his death in 1926. He was on many sub-committees of the Board and for a long period he was chairman of the Executive Committee. He was a loyal and devoted friend of the college and he was generous in the promotion of its best interests.

No one could lightly pass over the work of almost a life time rendered to the college by the two brothers, Philip C. and John B. Garrett. It was once more, in each case, a work of pure love and affection,—the giving of all that was richest and best in these two high-minded men. Philip C. Garrett was elected a Manager in 1862 when he was twenty-eight and he served the college until his death in 1905. He was a member of the class of 1851; he was Secretary of the Corporation from 1864 to 1875. He was President of the Alumni Association for the years 1876-'77 and Alumni Orator in 1880. He was editor of the "History of Haverford College 1832-1892," and besides these easily recorded services he was always performing those subtle and elusive services of which no record can be kept or made. He was one of the most noted instances of a son of Haverford whose life was continually and continuously given to public service,—to the city, to the

state, to humanity. He grew with the years and as he enlarged inwardly he overflowed outwardly in fine creative efforts. His life brought a reflection of fame to the institution which in turn did much to enrich his life and for forty-three years he was one of the foremost men among the counsellors who guided the college.

His brother, John B. Garrett, was in the class of 1854 and served for forty-two years on the Board of Managers (1872-1914). He was, during this entire period, prominent in all possible lines of activity that affected the welfare and progress of the college. After 1881 he lived within easy reach at Rosemont and he was frequently present as visitor and friendly advisor. In 1890-'91, while President Sharpless was in Europe, John B. Garrett was Acting President. He usually attended the Friends' Meeting on Sunday and often on Thursday and he gave all his strength and powers to advance the spiritual side of the college life. Like his brother, he had large public interests and gave wide humanitarian service to many causes. It is impossible to list the financial contributions of these two large-hearted men, but they were ready and frequent givers in money as well as in wisdom and counsel. John B. Garrett entertained many students in his attractive Rosemont home and frequently invited students from a distance for holiday periods so that "Clovercroft" seemed to many students almost a part of Haverford itself.

The Scull family is another one of the well-known Quaker families that have furnished shining figures among the hidden builders of the college. David Scull, Sr., a noble Quaker of the earlier time, a successful merchant and Quaker preacher, laid the foundation for the prosperity of the family. His interest in the college was deep and strong. He served as a Manager from 1855 to 1865, when his son, David, Jr., succeeded him. He died in 1884, leaving a generous bequest of \$40,000 to the college, the income from which has helped to provide for the Chair of Biology that has been named after this donor. Two of his sons became important members of the Board of Managers,—David from

1865 to 1907 and Edward Lawrence from 1875 to 1884 when he died. The period of service of both of these noble men was terminated only by death. They, like so many of Haverford's best friends, were unsparingly generous of their time and of their energies as well as of their funds and they both made lasting contributions to the expansion of the visible college and to the enrichment of the invisible and spiritual atmosphere of it. David Scull was in the main responsible for the development of the property on College Lane which has given the college a row of beautiful houses and a handsome annual income from them. The house nearest the skating pond was built for David Scull's sister, Jane Bispham, the mother of David Bispham. The third house from the skating pond was originally built for Professor J. Rendel Harris. In the fourth one in the same direction Richard M. Jones, Head Master of the William Penn Charter School lived for a long term of years. David Scull, practical, creative and efficient along many lines, was at the same time one of the most saintly and one of the most spiritually beautiful persons the college has produced among its graduates.

Edward Bettle, Jr. and Howard Comfort are splendid examples of the secretarial type of contribution. Edward Bettle, Jr. was for many years Secretary of the Corporation, while Howard Comfort was for a long term of years Secretary of the Board of Managers, and many Haverfordians have the name of Howard Comfort, Secretary, written in a fine hand on their diplomas. These two men did much more however, than write clear, lucid minutes of meetings. They were wise advisors and indefatigable workers in connection with every aspect of college development.

It would be impossible to close this chapter without some account, however inadequate, of a man who for twenty-five years carried the college on his mind and heart almost as though, in his wide and inclusive life, he had no other controlling interest. I mean James Wood of Mt. Kisco, New York. Most of the other devoted Managers lived within easy reach of the college. James Wood, on the other hand, had to travel a hundred and thirty

miles every time he came to meetings and to college functions and yet he could always be counted on to bear his important part in any exercise or task that concerned the welfare of the institution, which he loved and honored. There was more than one crisis when some great decision rested on his judgment and leadership, and he led the way in such decisive moments with boldness, wisdom and insight.

During the last quarter of a century the work of Asa S. Wing for the college has been of a very striking quality. A passage from the Minutes of the Corporation held October 9th 1928 forcibly sets forth the type of contribution that he made:

"The Corporation of Haverford College at its annual meeting held Tenth Month 9th 1928 records its sincere regret that our President and senior member, Asa S. Wing, has made request that his name should not again be presented for the Presidency of the Corporation and also that he be released from further service as Manager. His term as an officer has extended over the extraordinary period of forty-four years. In the whole history of the college his length of membership upon the Board of Managers is second only to the sixty-three years' service of the late T. Wistar Brown. He was elected Treasurer of the Corporation Tenth Month 14th 1884 and served until 1916, a period of thirty-two years. In that year he was elected President of the Corporation in succession to T. Wistar Brown and continued for twelve years until the present time. During all these years Asa S. Wing has given to Haverford College devoted service springing from his deep Christian life. He has been closely connected with the development and growth of the college from the modest institution of less than one hundred students and meagre endowment to the Haverford of today. He was the intimate and trusted associate of T. Wistar Brown. Inspired with the highest spiritual aims for the college, as they both were, they labored together through all the long years of the upbuilding of Haverford's endowments through the latter's great benefactions, in close friendship for the cause, so dear to their hearts, of establishing upon a sound basis the

Haverford of the ideals and religious motives and educational aims of President Sharpless. When in 1896 this great work was advanced by the splendid bequest to the college from that other great benefactor of Haverford, Jacob P. Jones, it was upon Asa S. Wing that the arduous task was laid of liquidating that estate with its extensive real estate holdings. The work was extended over the remaining twenty years of his Treasurership and so capably did he perform the trust that \$1,345,000 of endowment funds have been realized by the college from this estate. It may truly be said that the Haverford of today has been largely made possible by the educational aims and guidance of President Sharpless, by the endowments and gifts of Jacob P. Jones and T. Wistar Brown, and by the sound financial management throughout this period of growth by Asa S. Wing.

"For a realization of the personal service to the college rendered by Asa S. Wing, it should be recalled that for all the thirty-two years of his Treasurership he did the entire work alone, and as a labor of love, and that the thousands of pages of book-keeping entries are all in his own hand writing, that for forty-four years he always attended the meetings of the Managers, was constantly on call for committee work, and was intimately acquainted with the activities and problems of the Board."

What greater riches could an institution have than the accumulated loyalty and devotion of the noble succession of faithful men who have for a hundred years been building behind the scenes only a few of whom can be selected here for a brief word of appreciation.

CHAPTER XI

HAVERFORD CRICKET

THROUGHOUT the entire history of Haverford College a keen and healthy interest in sport has been maintained. The noble English ideal of playing games as pure sport and for the joy in the game itself has in a notable degree prevailed at Haverford. The love of play, joy in exercise, the tendency to use superfluous energies, are instinctive traits and these traits feel to anyone who is having the thrill of them to be intrinsically good. Exercise and play undoubtedly minister to health, they clarify and fortify the mind, they promote communal spirit, they make it easier to be morally clean and strong, they organize instincts, emotions and purposes into larger systems of interest, and they produce many types of skill and proficiency. But in the first instance the player plays to play, not to attain a remote and secondary good. And the closer student athletics keep to this fundamental basis of sport the better and the healthier the sport will undoubtedly be.

American college and university athletics have during the last generation expanded and risen to a place altogether beyond a true balance and proportion. Football has in many institutions ceased to be sport in the primary sense of the word, and has become "big business," a semi-professional rivalry and a means for the promotion of the glory and growth of the institution. It has in many instances lowered the intellectual aims and standards of institutions and focussed attention on physical prowess and skill rather than on mental and moral development. It has tended to exalt the spectacular achievements, the victories of the arena

and the bigness of gate-receipts, rather than to cultivate the quieter and less militant forces of life. The whole success of American education is being put in jeopardy by this over-grown balance of professionally trained and organized sports, and a radical reform is long overdue. It is a satisfaction therefore to be able to tell the story of a college that has withstood the temptation to utilize athletics as a secondary means of "expansion" and publicity, and that has preserved and maintained the pure love of sport for its own sake. President Sharpless at the end of his administration was able to say, with his usual honesty: "No student has ever received a dollar of aid at Haverford on the ground that he was an athlete." That statement is as true now as it was in 1917.

It was a piece of rare good fortune that for the first fifty years in the life of the college cricket was the dominant sport. It is, by its history and its nature, peculiarly a game that cultivates the truer and more genuine aspects of sport. It presupposes a high quality of honor. It draws out the best in a man. It promotes gentlemanly traits of character. It is a long standing tradition of the game that a fine play by an opponent should be applauded with the same enthusiasm that is accorded to the skill of a member of the home team, and that a generous respect must always be shown for a visiting team. The Haverford ideals of sport were formed on the cricket field, and they have to a good degree been preserved on all the other playing fields. One regrets, however, to find in our annals traces of jealousy, on the part of the cricketers, of all other games as they began to "nose in" to the sacred precincts of the college. It has been a distinct advantage to have a large variety of games and everybody now knows it, but there were long periods when other sports were warned off and were given very cavalier treatment. During the great years of this major sport at Haverford our cricketers frequently predicted that cricket would soon become the national American game, but they were apparently unduly enthusiastic and optimistic. The drift has slowly but surely moved in the opposite direction.

I have earlier traced the beginnings and growth of Haverford cricket and I shall now briefly tell the story of the later progress and development of that sport. The cricket club was called "The Dorian," in good old Greek style, until the summer of 1882 when it was changed in name to "The Haverford College Cricket Club." From 1856 onward there were almost always one or more students who would rank as high class cricket players. J. H. Congdon of the class of '69, a Dorian bowler, went to England in the summer of 1867 and carefully watched and studied there the best style of English bowling, and as a result introduced important changes in Haverford cricket. Congdon himself was recognized as a player of unusual skill and he was asked to play on the All-America Double Team of Twenty-two, but was refused the privilege by the faculty. Some of the noted cricket players in the middle period were: Francis B. Gummere, '72, Frank H. Taylor, '76, Charles S. Crozman, '78, Edward T. Comfort, '78, Samuel Mason, '80, Daniel Corbitt, '82, Samuel Bettle, '85, William S. Hilles, '85, Alfred C. Garrett, '87, Joseph W. Sharp, '88, George Stuart Patterson, '88, Harry P. Baily, ex-'90, John W. Muir, '92, John A. Lester, '96 and C. C. Morris, '04.

Games were not generally allowed off the college grounds until 1883, though they were played surreptitiously a few times before that date. A game was played with the University of Pennsylvania as early as 1863 and a very famous match was played with the same University in 1878 on the grounds of the Germantown Cricket Club, with a score of 263 to 145 in favor of Haverford. As the faculty was slowly beginning to yield the privilege of playing games off the ground both *The Friend* and *The Friends Review*, two Quaker periodicals published in Philadelphia, came out with vigorous editorials appealing to the Managers to prohibit games with outside colleges. Fortunately a number of the Managers of the college were good cricketers and in spite of conservative protests, intercollegiate games became freely allowed in the 'eighties. It was in the autumn of 1880 that the two teams,

—the Dorian and the Old Haverfordians,—had the thrilling experience of having Thomas Hughes, the author of *Tom Brown's School Days* and *Tom Brown at Oxford*, as spectator of their match.

About this time the cricket grounds were greatly improved. The first cricket shed was built in 1889 for winter practice in bowling and batting. Two years earlier a resident professional coach was secured and under his oversight and leadership bowling and batting began to improve. Fielding at Haverford had usually been of a high order even before that. *The Cricketer* for June 1880 says: "The fielding of the Dorian was simply perfect; only one error (and that excusable) being noticed." In 1893 a new and larger cricket shed was built, west of the Library, near the old arch, and that building has served its purpose until the present time. It has in one sense made cricket an all-year game which has added immensely to the skill of the players.

The high-tide period of cricket at Haverford was covered by the last decade of the old century and the first decade of the new one. The coming of Arthur Woodcock from England as coach was an important event, and at the same time the college was fortunate in having peculiarly fine material for making a brilliant team. John Muir, who was one of the most perfect cricketers the college ever had, graduated in the spring of 1892, and John A. Lester, '96, the supreme star in our cricket history, entered the same autumn. John Lester's batting averages for the four years of his college period from 1892 to 1896 were respectively, 100.5 runs; 62.2; 49.83 and 41.1. The main reason for the decrease in runs was the fact that in later years Lester had to meet stiffer and more effective bowling.

The striking success of the Haverford team in 1894 and 1895 emboldened cricket supporters to plan for an English tour in the summer of 1896. President Sharpless became greatly interested in the project and raised a good part of the money necessary for the trip. Henry Cope of the class of '69 was chosen manager of the expedition. Dr. Wilfred P. Mustard, Professor of Latin, and

himself a cricketer of some note, went as companion and guide to the team. Mr. A. C. Alcock, English Editor of *Cricket*, arranged the matches abroad. The team that was selected for the momentous adventure consisted of the following Haverfordians: A. C. Thomas, '95, a post-graduate at the time, J. A. Lester, '96, captain, J. H. Scattergood, '96, C. R. Hinchman, '96, A. F. Coca, '96, D. H. Adams, '96, C. H. Howson, '97, C. G. Tatnall, '97, A. M. Collins, '97, A. G. Scattergood, '98, Thomas Wistar, '98, A. B. Mifflin, '99, Arthur Haines, '99. The team played twelve of the great Public Schools of England, the summer teams of Oxford and Cambridge Universities and an M.C.C. team on the world-famous grounds at Lords. The visitors were "put up" and royally entertained in the Schools which they visited. They were dined, feted and lionized wherever they went. Out of the fifteen games the Haverford men won four, lost four and had seven drawn games. Of the seven drawn games, four were in favor of Haverford. The Haverford team beat Rugby on the Fourth of July with a score of 261 to 177. John Lester was not out in that game for a score of 135 runs. The Cambridge match was a draw, but Haverford had 373 runs to 202 for Cambridge in the first innings. Lester's batting average for the entire series was 79 runs. Douglas H. Adams led as bowler with an average of 19.57 for each wicket taken. The main weakness of the team was its lack of effective bowlers. Two men did seventy-five percent of all the bowling on the trip, which made a heavy and gruelling strain on them.

The Directors of the Athletic Association of the University of Pennsylvania wrote a most appreciative letter to the college on this occasion in which they said: "The game Haverford has played has been typical of the best college cricket of this country and this Association feels proud of the record thus made in a foreign land by the Haverford Eleven." From this period until his death, Henry Cope of '69 was regarded as the "father" of Haverford cricket, the companion and friend of everyone who

played the game, and the college cricket field was fittingly named in his honor, "Cope Field."

In 1901 a beautiful Cricket Pavilion was erected on the western edge of Cope Field. From a technical point of view Cope Field has never been ideally perfect as a cricket field owing to its slope and contour, but from an aesthetic point of view it is uniquely satisfactory. The gentle curve, however disturbing to the fielder, adds distinctly to the beauty of the landscape. The setting of the glorious rock maples, the far stretch of lawn beyond Maple Avenue, the fine curve of the circle with its Norway maples, the near and distant harmonies of color, the long sweep of greensward, all unite to make the scene one that a lover of Haverford and of the great game can never forget.

A second English team was arranged in 1900 and once more a strong team was selected. It consisted of the following men: W. W. Justice, '00, C. H. Carter, '00, R. H. Patton, '00, W. S. Hinchman, '00, C. J. Allen, '00, S. W. Mifflin, '00, A. C. Wood, Jr., '02, L. W. DeMotte, '01, J. B. Drinker, '03, D. A. Roberts, '02, W. V. Dennis, '02, F. W. Sharp, '01, F. C. Sharpless, '00, and C. C. Morris, '04. Henry Cope, '69 went again with this team as manager. The team scored victories over Malvern College, with a score of 370 to 188; over Cheltenham, score 174 to 124; over Rugby, score 104 to 77, and over Haileybury and Shrewsbury. The other games were either defeats or draws. Charles J. Allen and Frederic C. Sharpless shared the honors in batting with an average slightly over twenty-two runs. Walter S. Hinchman and Richard H. Patton did almost as good work at the bat.

In 1901 an All-United States team was chosen to play the Canadian Clubs and a number of Haverford players were selected for this team as follows: John A. Lester, '96, as Captain; Alfred P. Morris, '95, Douglas H. Adams, '96, J. Henry Scattergood, '96, and Christopher C. Morris, '04. During the four years of his college period, Christopher Morris revealed first-class skill and form and in 1903 was the first American batsman to complete a

thousand runs in a single season. He belongs in the list of Haverford's greatest cricketers.

In 1903 an All-Philadelphia Cricket team made a tour of England playing many English teams. Four Haverford men were members of that team: John A. Lester, '96, J. Henry Scattergood, '96, Frederic C. Sharpless, '00 and C. C. Morris, '04. In the spring of 1904 A. H. Hopkins made 111 runs against Harvard and W. P. Bonbright made 101 against the same team; C. C. Morris made 104 runs against the University of Pennsylvania team and 66 runs against Cornell. These were the stimulating days when cricket had a significant place in American universities.

A third team, once more under the leadership of Henry Cope, '69 went to England in the summer of 1904, consisting of the following men: C. C. Morris, '04, F. D. Godley, '07, A. H. Hopkins, '05, W. P. Bonbright, '04, H. H. Morris, '04, R. L. Pearson, '05, J. D. Philips, '06, H. W. Doughten, Jr., '06, A. G. Priestman, '05, A. T. Lowry, '06, H. Pleasants, Jr., '06, E. C. Peirce, '05, E. Ritts, '05 and R. P. Lowry, '04. The team gave a good account of itself and showed some excellent cricket. C. C. Morris' batting average was 38.42, with a highest score of 147 runs.

Two other Haverford teams made the English tour before the Great War, one in 1910 and the other in 1914. They were composed as follows in the order of tours: H. A. Furness, '10, Walter Palmer, '10, J. S. Downing, '11, W. D. Hartshorne, Jr., '11, H. G. Taylor, Jr., '11, A. L. Baily, Jr., '12, Harry Thomas, '12, L. R. Thomas, '13, L. C. Ritts, '13, W. H. Roberts, Jr., '12, C. H. Crosman, '13, H. Howson, '12, E. W. David, '10, H. W. Seckel, '14. In 1914 the team consisted of: C. C. Morris, '04, W. Webb, '13, E. N. Crosman, '15, James Carey, '16, W. M. Crosman, '17, W. C. Brinton, '15, S. E. Stokes, '14, H. S. Miller, '14, J. K. Garrigues, '14, D. C. Wendell, '16, Edward Rice, '14, Joseph Stokes, '16, W. T. Kirk, '16 and N. B. Coleman, '15. Both of these teams played good cricket and gave satisfactory evidence that they were worthy competitors in the noble sport.

It would be difficult to imagine a trip more full of thrilling

experiences or richer in opportunities than these English tours have offered the members of the Haverford visiting teams. They revealed of course aspects of cricket and fine points in the game which could hardly have been discovered in any other way. The tests in batting and bowling were severe ones, but the best Haverford men gave a good account of themselves and won generous appreciation from their hosts.

The later years have brought new and serious problems to Haverford cricket. The gravest difficulty has been found in the fact that no secondary schools now play cricket and consequently no students come to college with preformed skill in the game. It is impossible to be a great cricketer, in a special sense a bowler of distinction or a high-powered batsman, without having begun to train and to play in early youth. None of the advantages which every English school boy enjoys is now open to any American boy. The wonder is that Haverford has been able to produce such good teams out of raw material. Another problem is the difficulty of finding competing teams with which to play. For a whole generation Harvard, the University of Pennsylvania and Cornell had teams of good quality and intercollegiate cricket flourished, and during these years the rivalry and stimulus aroused keen interest. At the present time all other college teams, except Haverford's, are extinct and besides that, some of the best teams of the local clubs are extinct also. The Merion Club, the Ardmore Club and teams of English players living in the neighborhood of New York and Philadelphia still furnish opportunities for good sport, while the Alumni game is as keenly contested as ever.

In 1923 the college team made an interesting Canadian tour after Commencement playing the university teams across the border, and two years later, 1925, ambition rose to the height of attempting another English tour. The team selected for the trip consisted of the following men: T. C. Garrett, E. L. Gordy, J. A. Silver, W. P. Stokes, C. L. S. Tingley, D. G. Baker, A. R. Carmean, P. C. Garrett, M. C. Haines, O. C. Pitter, J. H. Hoag, C.

A. Robinson, T. M. Logan, '23 and Howard Comfort, '24 were also on the team which was accompanied by C. C. Morris, '04. Some good scores were made on this trip but the actual victories were few. The total result of the six tours can be tabulated as follows:

	<i>Won</i>	<i>Lost</i>	<i>Drawn</i>
1896.....	4	4	7
1900.....	3	4	7
1904.....	5	2	8
1910.....	3	10	2
1914.....	1	9	3
1925.....	1	9	4

It is not possible to do full justice to all aspects of Haverford cricket in this brief space, nor has it been possible even to mention by name all the star bowlers and batsmen of whom the college is proud. A complete list of cricket captains will be found at the end of the chapter. The English tours, as we have said, were red-letter events in the lives of the men who composed the various teams. But the day by day events, the cricket intercourse and fellowship, the exciting events of home matches, the award of prizes on commencement days, the trips to Harvard and Cornell and occasionally to the Canadian universities, rolled up a tide of memory for a Haverford cricketer not easily paralleled in college life.

It would be a mistake to finish this chapter on the history of cricket at Haverford without a final word of prophecy and hope. It seems difficult to believe that American educators will forever remain blind to the value and significance of this noble game for the youth of the institutions of our country. We have created some quite remarkable games of our own and we have adopted from other lands and adapted to our needs many more games. Here is one ready at hand which offers immense possibilities for skill, for life and for joy. It has for a hundred years been a vital feature of Haverford life, and it has been one of the central fac-

tors in the formation of the subtle spirit and quality of the college atmosphere.

More and more American institutions of all grades will turn away from spectacular events, in which a few highly trained performers take part, while the rest of the students sit on bleachers as spectators and cheerers, and they will endeavor to have all the students participating each in his own game of skill. In coming years, if present predictions are fulfilled, there will be an enlargement of leisure time and the corresponding need for games which can be continued throughout active life. That condition of things will call for more types of sport and for a greater variety of them. Games that have already won their place in popularity will no doubt prove to be of abiding interest, but there will almost necessarily be a demand for an expansion of sport to meet the aptitudes of the different players and there will be a genuine place for cricket without its supplanting or dislodging any of the games that are now loved. No one can be familiar with what cricket has meant to the English school-boy without wishing that our American youth might have a chance to enter into the riches of such an inheritance.

But whatever may happen in the wider world of sport, may Haverford College keep its fine loyalty unbroken and preserve its devotion to the good old game, which combines rich traditions, unhurried and unharassed exercise, the development of skill in the open air, in beautiful surroundings and which carries with it democratic spirit and comradeship.

HAVERFORD COLLEGE CRICKET CAPTAINS

Year	Name	Class	Year	Name	Class
1859	W. B. Broomall.....	'61	1868	L. Starr	'68
1860	W. B. Broomall.....	'61	1869	J. H. Congdon.....	'69
1861	W. B. Broomall.....	'61	1870	Howard Comfort	'70
1862	H. G. Lippincott.....	'62	1871	J. Hartshorne	'71
1863	G. M. Coates.....	'63	1872	R. Ashbridge	'72
1864	R. Wood	'64	1873	J. M. Fox	'73
1865	C. C. Wistar.....	'65	1874	J. Emlen	'74
1866	J. Ashbridge	'67	1875	C. E. Haines.....	'75
1867	G. Ashbridge	'67	1876	F. H. Taylor.....	'76

Haverford College

<i>Year</i>	<i>Name</i>	<i>Class</i>	<i>Year</i>	<i>Name</i>	<i>Class</i>
1877	F. L. Baily	'77	1906	H. W. Doughten	'06
1878	E. T. Comfort	'78	1907	F. D. Godley	'07
1879	S. Mason, Jr.	'80	1908	J. B. Clement	'08
1880	S. Mason, Jr.	'80	1909	T. K. Sharpless	'09
1881	A. M. Carey	'81	1910	H. A. Furness	'10
1882	S. B. Shoemaker	'83	1911	H. G. Taylor	'11
1883	S. B. Shoemaker	'83	1912	W. H. Roberts, Jr.	'12
1884	W. S. Hilles	'85	1913	J. K. Garrigues	'14
1885	W. S. Hilles	'85	1914	J. K. Garrigues	'14
1886	G. S. Patterson	'88	1915	W. C. Brinton	'15
1887	A. C. Garrett	'87	1916	J. S. Ellison	'16
1888	J. W. Sharp, Jr.	'88	1917	W. M. R. Crosman	'17
1889	H. P. Baily	'90	1918	A. H. Tomlinson	'18
1890	H. P. Baily	'90	1919	E. A. G. Porter	'18
1891	J. W. Muir	'92	1920	A. D. Oliver	'19
1892	J. W. Muir	'92	1921	J. E. Rogers	'21
1893	C. J. Rhoads	'93	1922	C. M. Snader	'22
1894	S. W. Morris	'94	1923	T. M. Logan	'23
1895	G. Lippincott	'95	1924	H. Comfort	'24
1896	J. A. Lester	'96	1925	T. C. Garrett	'25
1897	C. H. Howson	'97	1926	D. G. Baker	'26
1898	T. Wistar	'98	1927	J. T. Stokes	'28
1899	H. H. Lowry	'99	1928	J. T. Stokes	'28
1900	W. S. Hinchman	'00	1929	T. Wistar, Jr.	'30
1901	R. H. Patton	'01	1930	T. Wistar, Jr.	'30
1902	A. C. Wood, Jr.	'02	1931	P. B. Shaw	'31
1903	C. C. Morris	'04	1932	J. H. Hoag	'32
1904	C. C. Morris	'04	1933	H. Scattergood	'33
1905	R. L. Pearson	'05			

CHAPTER XII

INTERCOLLEGIATE SPORTS

THE last chapter has dealt with the development of cricket at Haverford and it has made plain the fact that for many years while the student body was small and compact, cricket dominated the athletic interests of the college. Slowly but irresistibly other forms of sport pushed their way in and gradually made a place for themselves. Isaac Sharpless had a native, fundamental interest in sport. He was never solely committed to any one form of it and this broad interest of his was an important factor in the widening out of Haverford's athletic ambitions. This enlargement of interest was essential to the true development of the college. It came at the right moment and it made its way by slow and gradual advances as was distinctly best for all who were concerned for the ideals of Haverford. Football was the first claimant to be welcomed to a place along side of cricket which, as we have seen, had formerly almost completely held the field in college sport.

Football

Haverford football was born as a very virile child in 1879. It was inaugurated by the class of '83. In their freshman year they made up a team and played the University of Pennsylvania on November 19, 1879 with a score of 0 to 0. On December 13th of the same year the first game with Swarthmore College was played. It was a victory for Haverford with one goal, one touchdown and one safety to thirteen forced "safeties" on the other

side which was the old way of scoring and counting. During the summer of 1883 the small original football field that had been carved out of the old orchard was enlarged, and again still further enlarged and improved in 1886. It was given up in 1889 for the new field which was later named Walton Field.

At the time the first Haverford-Swarthmore game was played football in America was then barely ten years old. The first inter-collegiate game in American history was played between Princeton University and Rutgers College in November 1869 with a score of 6 to 4 in favor of Rutgers. In 1870 Columbia joined Princeton and Rutgers and two years later Yale entered the Association. Harvard's first game was with McGill University in 1874. It played its first game with Yale the next year. The rules of the game were brought into shape at a convention held in Springfield, Massachusetts in 1876 and at this time an important change in the game was made by which a touch-down was given a place of superiority over a goal. It was three years after this Springfield Convention that Haverford entered the football lists, and four years after the Harvard-Yale contests began.

The first Haverford team was captained by a freshman, R. Somers Rhodes, '83 who also has the distinction of having introduced music into Haverford. He played a French horn in bold defiance of the rules of that day and this spirit which commanded the wonder and admiration of his fellows no doubt inspired confidence in him as a fearless leader in athletics. He was born in Crozerville, Pennsylvania in 1861. He entered Haverford in 1879 and left college during his junior year. He must be remembered with gratitude by later Haverfordians for his bold leadership and because he "started something." Samuel Mason, '80, Walter F. Price, '81 and J. W. Tyson, Jr., '84 were half-backs. Edward Randolph, '82 and Bond V. Thomas, '83 were full-backs, while Alexander P. Corbitt, '80 (later General Corbitt), Walter Brinton, '81, Daniel Corbitt, '82 and Frank E. Briggs, '83, a rugged youth from Maine, were in the line. There were at that time only ten men on a side.

There was no special uniform for the team until 1884, the men before that time playing in their everyday clothes which after the game were often "the worse for wear." The men dressed in their own rooms and the members of the visiting teams were distributed about in Barclay Hall. I find no mention of "H" sweaters until 1894, but they may have existed earlier. During the first ten years of the contests with Swarthmore, Haverford had a distinct lead in victories. The Haverford team in the autumn of 1884 was a particularly famous one. This was the first year when permission was gained to play away from home. Before that date no cuts from lectures to play football were allowed. The game was played at Swarthmore on November 29th. About thirty-five students besides the team went over for the great event. "Bill" Hilles, '85 was captain, "Sam" Bettle, '85 was quarter-back, Matthew Wilson, '85, always known as "Tug" Wilson, was a distinct star. Augustus T. Murray, '85, Charles W. Baily, '85, William T. Hussey, '85 and Alfred C. Garrett, '87 were crack players. Elias H. White, '85, the heaviest man in college, had been disabled in the preceding Lehigh game and was on the side lines *hors de combat*. The score was 10 to 6 in favor of Haverford, the basis of scoring being a touch-down, four points; a goal from touch-down, two; a goal from the field, five; a safety, two for the opponent's side. This was the first year that "mass play" tactics were used. Elias White was naturally chosen to head "the ram" through the lines. It proved to be successful against the Lehigh team, 36 to 12. White and Hussey worked out a baffling system of "interference," even before the big university teams had built up their systems. Captain "Bill" Hilles was the first Haverford player to develop a system of signals. "Tug" Wilson of this famous team ranks among Haverford's most successful players.

The team in the autumn of 1885, which was captained by Alfred C. Garrett, '87, was another famous one. W. E. Hacker, '87, H. H. Goddard, '87, W. C. Wood, '87, J. Howe Adams, '87 and Joseph W. Sharp, '88, the latter being quarter-back, were some of the Haverford warriors. This team had scarlet and black jer-

seys and dark jersey pants. The game was played on the home grounds and Haverford won with a score of 40 to 10. "Joe" Sharp kicked two goals from the field and Morris Clothier kicked one field goal for Swarthmore. In 1886 there was no Haverford-Swarthmore game, owing to the fact that one of the Swarthmore players had been killed during an earlier game. The Haverford team for the first time this year developed a real "mass play" which proved very effective. In 1887 Swarthmore scored a heavy victory of 32 to 16 against our team. The college team that year was a very strong one, captained by Joseph T. Hilles, '88, brother of the former captain, and it had made a great record against the University of Pennsylvania and Lafayette. It was over-confident of victory when it came to the Swarthmore game, and paid the usual penalty for that attitude.

The year 1888 saw new developments of the game, especially the advent of "low tackling." With this development soon came padded knees and elbows. New forms of "interference" were also introduced, and "interference" began to be an essential science. Thomas F. Branson, '89, later, during his medical course, one of Pennsylvania's great players, was captain of the autumn team of that year. He originated at a later date the alumni coaching system at Haverford. Haverford won that year against Swarthmore, 6 to 0. It is not possible in this brief chapter to review all the games. The tide distinctly turned about this time in the games with Swarthmore. During the years that George Brooke, of memorable fame, was on the Swarthmore team, Haverford had a series of defeats. In 1892 Haverford had its first paid coach in football—paid by some of the alumni—Haskell of Yale. In 1893 the famous "flying wedge" play, with its series of injuries, was in operation, and each year saw some novelty brought into action.

A great event for athletics at Haverford occurred in the autumn of 1893 in the coming of James A. Babbitt as Athletic Director. In 1903 he was made Associate Professor with the title of Physical Director. In 1911 he was made Professor of Hygiene and Physical Education. When Dr. Babbitt came to Haverford in

1893 he was fresh from his four years of athletic work and training at Yale University, he was then as always full of vigor and enthusiasm and he brought a new brand of creative leadership for all lines of athletic activity. His influence was felt in every department of college sport.

Dr. Babbitt carried on and completed a medical course at the University of Pennsylvania and with this added equipment for his work, his wise and skillful care of the health and physique of the men on the teams was of immense importance, as was also his direction as an athletic trainer. Dr. Babbitt quickly came into prominence throughout the country as an authority on the rules of football and as an expert on umpiring and refereeing the game. Throughout his thirty-five years of connection with Haverford, he brought a fine type of inspiration and guidance to Haverford sport and it is not easy to over-estimate the value of his work and his influence to this aspect of the life of the college.

In 1895 Haverford had a quite unique team which defeated seven opponents out of the nine with whom it played. It was captained by L. Hollingsworth Wood. The team came through the season in splendid form, both physically and mentally. Two members of it were allowed to play in the Swarthmore contest with parental sanction only on condition that every student at Haverford would sign an agreement not to bet on the game, a step which the students readily took. This team was coached entirely by alumni, aided by Dr. Babbitt. Dr. Branson, '89 who started the new system, gave it fine leadership. This famous group consisted of Wood as captain, A. G. Scattergood, '98, Edward B. Conklin, '99, Kenneth Hay, '99, Fred A. Swan, '99, John A. Lester, '96, J. Henry Scattergood, '96, J. E. Butler, '98, W. K. Alsop, '96, C. A. Varney, '98 and Arthur Haines, '99. Alsop's high "twisting" kicks were a feature of the Swarthmore game, as was A. G. Scattergood's running, in one instance fifty yards for the third touch-down, and again for forty, and finally for sixty-five yards. Everybody on the team, however,

contributed materially to its success and the game was won 24 to 0.

The next team was admirably coached by alumni and Dr. Bab-bitt. It contained a number of trained warriors from the former winning group, including John A. Lester who was a graduate student and who developed "place kicking" to a point of perfection. The score was 42 to 6 in favor of Haverford. The victories continued through the season of 1898, when the tide turned and the scores favored Swarthmore for the six years following.

One mistake Haverford made in the opening years of the century was to play the great university teams. In 1901 it had twelve games including Princeton, Columbia, the Indians, Lehigh, Dick-inson, Ursinus and Franklin and Marshall before the Swarthmore game occurred. After 1904 there was a cessation of games with Swarthmore for eight years. The teams in the preceding years had been distinctly unequal and there seemed no chance of an even battle. Haverford was heavily outweighed by Swarthmore and its lighter men were being pitted against an opposing line that could hold its own in a contest with almost any of the big university teams. The ambitious athletic policy of Swarthmore at this period led her out on a path which Haverford could not follow.

This season in the autumn of 1904 to which I have referred was one of the most successful years in the entire history of Haverford. Not only was every other game except the Swarthmore one a victory, but no opposing team was able to score at all, in-cluding those of Lehigh, New York University, Rutgers, Ursinus and Franklin and Marshall. Arthur Hopkins, '05 was cap-tain of this famous team and though his men were for the most part light in weight they were strikingly marked by skill and pluck. One member, however, Harold W. Jones, '05, was an excep-tion in the matter of weight. He had the build and the timber of a real foot-baller and he counted heavily on this famous team. Norman Thorn, '04 took the lead in the alumni coaching for that year. Only a gigantic aggregation could have beaten that

team and yet they went down to defeat with Swarthmore after a magnificent fight, with a score of 6 to 27. Up to this time twenty-three games had been played, with twelve victories for Swarthmore and ten for Haverford and one tie.

In 1905 Dr. James A. Babbitt was appointed a member of the American Intercollegiate Football Rules Committee, on which he served for twenty-one years. For a number of years he served as chairman of its Central Board of Officials and Dr. Herbert W. Taylor, '14, was its secretary from 1915 to 1927.

After the break with Swarthmore in 1904, Trinity College was substituted as a final game and the schedule also included Dickinson, Lehigh, Ursinus, Cornell, Franklin and Marshall, Johns Hopkins, Jefferson Medical College and Rutgers, the team winning four of the games. The 1905 team was captained by A. T. Lowry, and G. S. Bard, C. T. Brown and E. F. Jones, who were members of it, were all destined to become captains later. In 1905 Cornell was dropped from the schedule and New York University taken on as a final game. That season was notable for a record of six victories and two defeats. In 1908 the pendulum swung somewhat the other way and the record stood five defeats and three victories. The 1909 team had a rather indifferent season. Some of the outstanding players at that time were D. C. Murray, F. M. Froelicher, W. C. Longstreth and P. H. Sangree. John J. Guiney ("Jack") was at Haverford from 1908 to 1912. He was trainer and assistant coach to the Track team during his early period but in 1911 he was full coach to the Football team and he won the affection of the men of that time. His sudden death in 1912 deeply touched the whole college body. In 1910, 1911 and 1912 there were no outstanding features and it was felt that the stimulus of the old-time big game at the end of the season was sadly lacking. In the spring of 1914 it was decided that Swarthmore should be put on the schedule once more and relations resumed. Captain James Carey led his team through a season which had the usual run of victories and defeats and at the end tied Swarthmore, 3 to 3. Weston Howland, Colby Dam, Law-

rence Ramsey and J. M. Crosman played on this team, gaining experience which led to the remarkable showing of the 1916 team.

The 1916 team was composed of Captain Ramsey, Colby Dam, Weston Howland, G. D. Chandler, C. M. Sangree, J. M. Crosman, Neil Gilmour, G. H. Moore, Joseph Hayman, Stephen Curtis, M. R. Morgan and J. W. Sharp. These men, playing an eight game schedule, were tied twice and were victorious in six games, winding up with a 10 to 7 victory over Swarthmore. The line plunging of Captain Ramsey and Crosman's kicking and passing were outstanding features of the attack. Graduation and the war took their toll of this team and in 1917 Captain Gilmour's team had a poor season. In 1918 there was no team. In 1919 Crosman, one of the stars of the 1916 aggregation, had returned to college and was elected captain. The team had an indifferent season, winning two, tying one, and losing four. In 1920 the record was more satisfactory, as far as victories were concerned, but the low scores indicated that the team had potential power that was never developed. The 1921 team, the last team to play under "Mike" Bennett's coaching, showed nothing in the winning column except a single victory over Trinity College.

The fall of 1922 marked the beginning of the eight year regime of Harvey J. Harman as head coach. The 48 to 0 victory over Guilford was the bright spot of the season. In 1923, Captain Don Wilbur's team won three games in a nine game schedule and held Swarthmore 17 to 0. In 1924 there were three victories, chief among them being that over Hamilton College, a decided addition to the football schedule. This marked the beginning of one of our pleasantest and most closely contested football relationships. Swarthmore was held 12 to 0 at Franklin Field. Had a Haverford fumble on the three yard line been averted there might have been another story to tell.

In 1925 there were four victories, offset by bad defeats from Columbia, Pennsylvania and Swarthmore. In 1926 Bob Middleton ably led a team which won six of its seven games. The out-

standing players were Middleton, E. D. Flint and Howard Morris. In 1927 Amherst appeared on the schedule with Delaware taking the place of Swarthmore as the final game. The lost and won column for this year balanced. F. C. Dohan, Burrell Tripp and Howard Morris played exceptionally well. In 1928 Captain Tom Gawthrop's team started with marked success, winning the first four games, only to lose the last four. The 23 to 13 victory over Amherst was the outstanding game of the season. Gawthrop played an exceptionally fine game at centre and Burrell Tripp scintillated at half-back, proving that he should be listed as one of the greatest backs that Haverford has ever had. In 1929 Howard Morris, moved after three years at tackle to the back field, led his team through a season marked by only one defeat. Of all the games, that against Hamilton was the finest exhibition of football. Morris proved to be a great full-back, ranking among the leading scorers of the country. David Milliken, at tackle, brought to a close four years of splendid work. The season of 1929 marked the end of the Harman régime. Ellwood Geiges was chosen to succeed him as coach.

Swarthmore is the most natural rival of Haverford, a regional neighbor, a college of the same family faith, of about the same rank in numbers of men and it is hoped that in the future the two institutions will meet every year in friendly contest on the football field. The contests with Swarthmore have meant more to the former generations of Haverford football players than any other games have meant or could mean. There have been periods, no doubt, when the worked-up mass cheering was too great a feature, and when the "must win" attitude on the part of both alumni was too much in evidence. Those aspects of the game should be left in the historical past where they belong, and a new era of Swarthmore-Haverford football should emerge.

Gymnasium Sports

The coming of Dr. Babbitt brought a great revival of interest to the gymnasium contests at the college. Basket-ball was intro-

duced at this time, prizes were given for gym work and public contests became a feature of the winter season. The basket-ball team played its first intercollegiate match with Temple University in March 1895. Since this period it has come to be one of the major sports of the college. Francis B. Jacobs, '97 and Alfred M. Collins, '97 were early stars in the gymnastic work of Haverford, the former doing quite remarkable work on the horizontal bars and the latter attaining great skill with the Indian clubs.

The opening of the new gymnasium in 1901 worked like magic on all lines of sport, but naturally in an especial manner on gymnasium sports. Dr. Babbitt brought many interesting gym contests to Haverford and for many years he made an annual event of an interscholastic contest between the leading schools in the nearby region, the visiting boys being entertained in the college dormitories. These interscholastic meets started in 1902 and continued for many years. The gymnasium sports have for some years received decided stimulus from the effective work of Arlington Evans who has in recent years been Instructor in Physical Training.

Track Athletics

Haverford Track Athletics owes a large debt to the enthusiasm and work of Gifford K. Wright, '93. He was one of the creators of track interest at the college. With the coming of Dr. Babbitt a new stage was reached in track work as was true in all lines of athletics. The Haverford Athletic Annual was begun in 1894. The issue of 1897-8 had the honor of a Maxfield Parrish, ex-'92, cover. It was merged into the College Class Book when that started in 1900.

John Lester, '96 and J. Henry Scattergood, '96, made a distinct mark in Haverford track sports as early as 1894 and steadily went onward until they graduated. In 1897 Haverford won the Pennsylvania relays, splendid work being done by James E. Butler, '98, Warren B. Rodney, '97, Heber Sensenig, '00 and Charles Henry Howson, '97. In 1898 W. W. Hall, '02 put the shot 37' 8".

In 1899 Edward B. Conklin, '99 established the remarkable record for running high jump of 6' 1" at the Princeton annual handicap athletic meet. Haverford was admitted to the Mott Haven games, now called the I. C. A. A. Meet, in 1897. In 1899 the "H" was awarded to winners of a first place in a meet. In 1900 the track athletic grounds were built and the field was named "Walton Field" from E. F. Walton of the class of 1890. The spectators' stand was built in 1913 through the generosity of the class of 1886, especially of its distinguished member, Horace Smith, a very loyal Haverfordian.

The Walton Prize Cup for all-round efficiency was established in 1901. It was won for the first time by J. Wallace Reeder, '02. It was held for four separate years by T. K. Brown, Jr., '06 and three times each by Walter Palmer, '10, F. M. Froelicher, '13 and J. Alan Hisey, '18. In 1912 F. M. Froelicher established a shot put record of 41' 8 $\frac{1}{2}$ ". In 1929 J. H. Morris, '30 had a shot put record of 46' 3 $\frac{1}{2}$ ". The next year Morris beat his own record at the Penn Relays with a new mark of 46' 5 $\frac{7}{8}$ ". Morris' record with the discus was made against Swarthmore in 1929 at 144' 2" which was raised a week later to 146' 1 $\frac{1}{4}$ ". In 1929 Robert F. Edgar established records in the half-mile (2 min. 4/5 sec.) and the one-mile races (4 min. 34.6 sec.). Hugh Montgomery, '25, established a record in 1925 for javelin throw of 180' 9 $\frac{1}{2}$ ". Stewart Hoskins, '27 made a pole vault record of 12' 1 $\frac{1}{2}$ " in his senior year. N. S. Shirk, '30 holds the two-mile record (10 min. 12.4 sec.). In 1932 G. P. Foley, '32 established the pole vault record (12' 4").

Haverford was one of the colleges that took the lead in founding in 1912 the Middle Atlantic States Collegiate Athletic Association. Dr. Babbitt was for several years president of it and his constructive work in this important position was widely recognized and appreciated. Dean H. T. Brown, Jr. is now president of it. The annual championship meets of this Association were held at Haverford in 1915, 1927, 1928, 1929, 1930 and 1931. In 1929 the meet was won by Haverford with a score of 417/10

points. The triumphant work is in great measure due to the extraordinary coaching of A. W. Haddleton.

A. W. Haddleton's work and his personal influence over the men under his direction cannot be passed over lightly. He has infused a new spirit into Haverford athletics. He has not only trained a few brilliant performers, but he has also raised the whole level of student activity and efficiency.

Below is a summary of thirty-eight dual meets contested by Haddleton-coached teams, showing the number of victories and defeats in nine years' competition with fifteen colleges and universities.

Haverford	1	Bucknell	.....	0
Haverford	7	Delaware	.....	0
Haverford	2	Dickinson	.....	0
Haverford	2	Franklin-Marshall	.....	0
Haverford	1	Johns Hopkins	.....	0
Haverford	3	Lafayette	.....	0
Haverford	3	Lehigh	.....	1
Haverford	1	Muhlenberg	.....	0
Haverford	2	Rutgers	.....	0
Haverford	2	Stevens	.....	0
Haverford	6	Swarthmore	.....	3
Haverford	1	Susquehanna	.....	0
Haverford	1	Temple	.....	0
Haverford	0	William and Mary	.....	1
Haverford	1	Ursinus	.....	0

It is impossible to stress too strongly the creative leadership which Dr. Babbitt has given to every branch of Haverford athletics. He organized the athletic cabinet of the college and gave it wise direction. He was for a long series of years the editor of the Athletic Annual which contains the story of Haverford's achievements, and triumphs on the field and in the gymnasium. H. Tatnall Brown, Jr., '23, an all-round athlete in his college days, was appointed Director of Athletics in 1929. Archibald MacIntosh, '21, who was both football captain and track captain in his senior year, was appointed graduate manager of athletics. He was back-field coach throughout the Harman régime. J.

Howard Morris, Jr., of the class of 1930 is, at the time of writing this chapter, one of the most complete, finished and effective athletes the college has ever had.

Other Sports

The Tennis Association was formed in the spring of 1891 and has had a successful career in the life of the college. The Virginia Tennis Cup, presented by Professor Legh Reid in 1925 has been a decided stimulus to tennis interest. In 1896 the skating pond was renovated and enclosed with an iron fence. It has been a source of revenue for other athletic activities and at the same time it has furnished a splendid winter sport for the students. Hockey has been one of the features of sport on the ice.

The first hockey team was organized in 1896 and was composed of Moses Marshall, '00, William Battey, '99, Edward Thomas, '97, E. H. Lycett, '99, Macmillan Hoopes, '00 and J. A. Lester, '96. They played three games with Pennsylvania, Wayne and the Dental College, winning all three. In 1897 the team was composed of Moses Marshall, Frank S. Chase, '01, R. H. Patton, '02, A. B. Mifflin, '99 and H. F. Babbitt, '01. The season resulted in five victories and six defeats.

Golf began in a quiet easy way on the stretch of campus between Barclay Hall and the skating pond about 1896. Seven holes were located with very indifferent "greens" around them. In the early period of college golf, both professors and students played the noble game. Gradually the professors joined the neighboring golf clubs and the students had almost undivided possession of the grounds. The fallen leaves in autumn have always been a disturbing factor to golf and the trees form rather an unfair hazard, but in spite of hindrances and obstacles there has been some very good golf played across the windy reaches of the old campus.

Soccer

"Soccer," originally called "association football," first became a college sport at Haverford in the winter of 1901-1902, though it

had been played in an unorganized way before that time. Dr. Wilfred P. Mustard brought with him from Toronto University a love of the game and he did much to "father" it and promote it in the days of its infancy. The Cricket Clubs in and around Philadelphia began to play soccer about the turn of the century and that gave a stimulus to the game at Haverford. The players at the college first organized in January 1902 and elected Richard M. Gummere, '02, the first soccer captain, to whom Haverford soccer owes a great debt. A number of men were eager to make the team and there was a good squad ready for practice. Soccer quickly made its way to a prominent place among the branches of Haverford athletics. The newly organized team played four matches in 1902 with the teams of Merion, Germantown and Belmont, winning two games from Merion, one from Germantown and losing the game with Belmont. From this time on soccer forged to the front as a late autumn and early winter game. Philip Baker of London who spent the year 1906-1907 at Haverford and who was an athlete of great distinction helped by his skill and leadership to give the soccer team a new verve and power. The sport steadily progressed as strong soccer material came in from the schools that played the game, notably from Westtown School, and Haverford has had the intercollegiate championship a number of times, though it has been pitted against teams from such great universities as Harvard, Yale, Cornell, Princeton and Pennsylvania.

Dr. James A. Babbitt had the honor for many years to be chairman of the Soccer Committee of the National Collegiate Athletic Association. In the early days of soccer the games were usually played on the field in front of Merion Hall, but in the later period the games have been played on the beautiful field presented by and named after the Class of 1888.

Baseball

Baseball had a hard fight before it won its rights and privileges at Haverford. It was always "looked down on" by cricket-

ers in the cricket supremacy and there was a strong sentiment prevailing that the "good old days" of the college would be over if baseball ever won a place among the major sports of the institution. In spite of this stern step-mother attitude toward baseball the game again and again got a temporary foothold on the campus. When a few good players happened to come at a given time to Haverford from schools that nurtured baseball, a team would emerge and try its fortune in the cold and hostile climate. It had little encouragement from the alumni and it had to finance itself as best it could. Nevertheless, the baseball fire that burned in some hearts could not be extinguished and little by little the game began to get a local habitation and a name. *The Haverfordian* for March 1906 contains this rather grudging item of news: "President Sharpless and the Athletic Association have granted permission to the freshman class to form a baseball team. Games are to be played with preparatory school nines." It was sometime yet before there were giant players, but the "national" game had at last got on the Haverford map and its future was assured. It has now become a recognized major sport and there has been some high-class baseball played by Haverford teams on "Nineteen Twenty-two Field."

It has been not only the ideal but the established custom for every student at Haverford to play some game and to share in some college sport. There are occasions, of course, when the whole college population gathers to see some outstanding game played, but in the regular line of life, day in and day out, all the students are eagerly absorbed in playing their own game and making their own contribution to real sport, which is as it should be.

It is obvious that this picture of Haverford athletics is slight and incomplete. There will be many cases of unnamed heroes and some of the "forgotten man." But a truly complete account with the mention of every hero would overweight the scale of treatment which must characterize this history of the college. We may quite truly end this chapter in the language of the *Book*

of Kings: "Now the rest of the acts of these few athletic contestants here mentioned and the deeds of the unmentioned, but not forgotten heroes, are they not all written in the Haverford Athletic Annual?"

Haverford Football Captains

1879—Richard S. S. Rhodes	1908—George S. Bard
1880—Richard S. S. Rhodes	1909—Willard P. Tomlinson
1883—S. B. Shoemaker	1910—Edwin R. Levin
1884—William S. Hilles	1911—D. C. Murray
1885—William S. Hilles	1912—Francis M. Froelicher
1886—Alfred C. Garrett	1913—Paul H. Sangree
1887—Joseph T. Hilles	1914—James Carey, 3rd
1888—Thomas F. Branson	1915—Edward R. Moon
1889—Henry P. Baily	1916—Lawrence M. Ramsey
1890—Edwin J. Haley	1917—Neil Gilmour
1891—Warren H. Detwiler	1918—Russell N. Miller
1892—Nelson B. Warden	1919—J. Marshall Crosman
1893—William J. Strawbridge	1920—Archibald MacIntosh
1894—Walter C. Webster	1921—Nathan B. Sangree
1895—L. Hollingsworth Wood	1922—H. Tatnall Brown, Jr.
1896—Charles A. Varney	1923—Donald E. Wilbur
1897—Arthur Haines	1924—Owen B. Rhoads
1898—Howard H. Lowry	1925—Merle M. Miller
1899—Samuel W. Mifflin	1926—A. Robertson Middleton
1900—John S. Fox	1927—F. Curtis Dohan
1901—John L. Stone	1928—Thomas C. Gawthrop, 2nd
1902—Arthur J. Phillips	1929—J. Howard Morris Jr.
1903—H. Norman Thorn	1930—S. Hall Conn
1904—Arthur H. Hopkins	1931—H. Fields
1905—Arthur T. Lowry	1932—H. L. Hansen
1906—Ernest F. Jones	1933—R. R. Pleasants
1907—Carroll T. Brown	

CHAPTER XIII

THE DEVELOPMENT OF SCIENCE AT HAVERFORD

SCIENCE had not yet taken its place as one of the major intellectual disciplines of life when Haverford was a young institution. Astronomy was taught from the very first as an important branch of science and there was, too, an almost universal interest in the study of plant and animal life as a part of general culture. Quaker education both in England and America has always stressed the importance of *careful observation*. The boy in Quaker schools has always been encouraged to see *what is there* and to describe it accurately. This scrupulous fidelity in description of nature fits the Quaker's inner demand for sincerity and truth. It is not quite an accident that out of Quaker homes and Quaker schools came Dr. John Fothergill, John Bartram, John Dalton, Edward Drinker Cope, Silvanus Thompson, Lord Lister, Sir Francis Galton, Sir Jonathan Hutchinson and a long list of lesser scientists.

Throughout the early period of Haverford's history, the teacher or professor who had charge of mathematics was usually equipped to give instruction in "Natural Philosophy" which included chemistry and physics. But the instruction in these fields was quite unlike the well-known laboratory methods of today. The student was not encouraged to aspire to become a master in any field of scientific study and he was not supplied with equipment for pursuing lines of original research. The classical languages and literature and the discipline of mathematics constituted the normal orthodox body of culture for an educated man.

This range of culture was supplemented by brief excursions into the various fields of nature so that one could feel at home as he looked up at the constellations at night, or as he walked in the woods by day, or as he discussed electricity, the new theory of atoms, and the ocean tides with his friends.

In these respects, however, the Haverford of the early period did not lag behind the other advanced institutions of learning of the time. What it professed to do it did well. Even as early as 1835 the Report of the Managers claims that "the Institution possesses a numerous collection of excellent and well-selected apparatus and works of science, including a handsome museum of Natural History." The Report proceeds to state that "the acquisition of a taste for Natural History, and more especially for Botany, is of greater importance than those are apt to think who have not witnessed its effects in preserving the youthful mind from coarse and vicious pleasures, and imparting habits of close and accurate observation."

Chemistry

Although distinctly a "young science" in 1833, and one taught in comparatively few schools of the time, chemistry was given a place in the curriculum of the new school as planned by the Founders. The reason for this is not difficult to determine. Among the small group of men actively associated in the founding of Haverford College was a man well known in pedagogical circles as one of the foremost teachers of chemistry in the United States. This was John Griscom, formerly Professor of Chemistry in Rutgers Medical College in New York and from 1832 to 1841 a resident at Haverford. He was the friend of Samuel Guthrie, famed for the discovery of chloroform in 1830, from whom he reports having received a small bottle of that "sweet whiskey, a lively, healthful and reviving cordial, delightfully sweet and aromatic."

In the early days of the college, the faculty was small in number and the equipment for scientific work extremely meagre. The

science itself was undeveloped and little was known of its basic principles, so that it is not surprising that instruction in chemistry was regarded as a minor duty to be added to the more important duties of instruction in some other subjects. Dr. Joseph Thomas, teacher of Latin and Greek, was also the first teacher of chemistry. His primary interest lay originally in chemistry, but the necessity of coining scientific terms from classical roots turned his attention to Greek. It is recorded that the name "chlorine" from the Greek $\chiλωρός$, green, for a new element recently discovered by Sir Humphrey Davy, led him to study the classics, since, as he said, "the study of Greek was necessary to understand chemistry."

The Managers' Report for 1834 states that "instruction in Natural Philosophy, Chemistry and Natural History has been imparted thus far wholly by lectures." The need for materials for practical work and first-hand study of natural phenomena had begun to be felt. Immediate steps were taken to rectify this condition of affairs, for the report of the following year cites the "acquisition of a numerous collection of excellent and well-selected apparatus and works of science." So far as apparatus was concerned chemistry did not greatly benefit from this acquisition, but one of the main tendencies of the time in chemistry was along the line of mineralogical analysis and examination and so the addition of mineral specimens was doubtless of considerable aid in later teaching.

In 1840 the instruction in chemistry, given heretofore as general lectures to the whole student body, or at least to the higher classes, became more systematic. At this time it was taught by Samuel J. Gummere, teacher of "Latin, Greek, Ancient Literature, Mathematics and Natural Philosophy." He was followed by Daniel B. Smith, "who was for Haverford what Dr. Arnold was for Rugby," a believer in liberal studies and with an "enlarged view of science." Under Hugh D. Vail, who came from Westtown to Haverford in 1848 as teacher of Mathematics and Natural Philosophy, interest in science was greatly stimulated

and the lack of adequate equipment was more keenly felt. This deficiency was brought out forcibly in the report for 1852 which laments the "defective condition of the chemical laboratory and apparatus" and suggests an appeal for funds to procure more suitable quarters and supplies.

As a result of this appeal the "new" building in the rear of Founders Hall was constructed in 1853 and space on the second floor was allotted to chemistry. This was further enlarged so that both a lecture room and a laboratory for individual work were available. Here for about sixty years the teaching of chemistry was carried on until 1912 when the present commodious building, now known as the "Lyman Beecher Hall Chemistry Laboratory" was built.

From 1853 onward the interest in chemistry increased by leaps and bounds. Professor Paul Swift, a teacher of real genius, came to Haverford that year and raised this science to a new level of importance in the curriculum of studies. The Managers in their Report for 1855 are enthusiastic over the results of their efforts. They say: "The laboratory has furnished the required facilities for the study of chemistry, and partly to this cause, but still more to the efficient and judicious instruction of the teacher (Paul Swift) must be ascribed the interest in that and other branches of Natural History." Professor Paul Swift's admirable work continued until 1865.

The year before the above date, that is, in 1864, Edward Drinker Cope became a member of the college staff. He had not yet attained the full height of his reputation in science, but he was already one of the outstanding leaders in the field of zoology and the three years of work that he gave to Haverford at this time made it possible for the students of that day to study under a teacher who was continually making original contributions to scientific knowledge. He taught the Chemistry as well as the Zoology. Professor Cope came back to the college again as Lecturer from 1871 to 1878 at a period when he ranked among the foremost creative scholars in America. He was, as has been said

earlier, one of the two American scholars selected for the honor of a Doctor's degree on the occasion of the five hundredth anniversary of the founding of Heidelberg University.

In the early years of the college there was no organized instruction in chemistry but the instruction became more systematic about 1840. By 1852, however, two courses had been included in the curriculum given in the first and second years. In 1857 the various subjects required of all the students were grouped and it is worthy of note that chemistry is found with English rather than with the classics or mathematics. The reason for this probably lies in the then existing division of the duties of instruction among the teachers. In 1860 "organic chemistry" makes its first, and, as it happened, a temporary appearance, that being the title of the second year course. In 1866 an additional group was included in the curriculum, "science." It included chemistry, geology and physiology, but not physics or astronomy, both of which remained under mathematics.

As an indication of the general broadening of the college interest in other fields, we find the two courses in chemistry reduced to one in 1868, given to the second-year students and labelled "inorganic and organic chemistry."

In 1875 the "scientific course," in contradistinction to the "classical course," was introduced. The chemistry requirement for the "classical" students was reduced to one half-year, but the "scientific" students were required to take more and permitted to extend their studies still further by the addition of elective courses. In that same year a course entitled "qualitative and quantitative analysis" appeared.

From 1876 to 1879 the chemistry teaching was in the hands of Isaac Sharpless. His efforts by way of re-organization resulted in making the work in chemistry more practical, though it is noteworthy that he put more emphasis also on the theoretical side of the subject by introducing as a text, Josiah Cooke's *Chemical Philosophy*, the precursor, at least in this country, of the present-day texts in physical chemistry. In 1879 the faculty of

the college was enlarged and a man highly trained in chemistry was chosen to build up a department of that science. Robert Bowne Warder was selected for the Chair, but he remained at Haverford only one year. It was at this period that the college began to seek for expert specialists in each scientific department and with that attitude the new era for science dawned at Haverford. Dr. Lyman Beecher Hall was the first scholar to inaugurate the new order.

Dr. Hall was a native of New Bedford, Massachusetts, a graduate of Amherst College, one of the early graduate students of Johns Hopkins when only scholars of distinction were selected. Before beginning his work in Johns Hopkins under the famous chemist, Ira Remsen, Professor Hall had already received his Ph.D. from Göttingen University, so that he entered upon his long career at Haverford with an extraordinary preparation for solid work. He began his teaching in the autumn of 1880, first as Professor of physics and chemistry, then, after 1888, as Professor of chemistry alone.

But neither in the early period, nor at any other time, did any one on the grounds have any doubts that Professor Hall was master of his class-room and a man and a scholar to reckon with. He was a stern disciplinarian in the sense that he would tolerate no fooling in the sacred precincts of his class-room or laboratory and in that he showed slight patience toward anyone who did not take chemistry very seriously. But when once the right contact between teacher and student was established and the Professor had become assured that his student had a proper love and respect for the august business of exploring the truth there could be no kinder or fairer man than he was. For thirty-seven years he presided over the Haverford chemical laboratory with a devotion and a fidelity to the interests of that department and with a sense of responsibility to the men under him which could not have been surpassed. He produced no books, for his whole intellectual interest was poured back into the living men who were

working under his hand, and his output was visible in the scholars he made rather than in the books he published.

His most striking single scholar who always credited to Professor Hall his inspiration and his initial training in chemistry was Theodore W. Richards of the class of 1885. Richards in his undergraduate days pursued chemistry as though his life depended on his discovery of its central secret and he was already a chemist of note when he went from Haverford to Harvard. He became in the all too brief years of his life, the foremost American chemist and he was recognized by European scholars as the outstanding authority in the world on atomic weights. He received the Nobel Prize in Chemistry in 1914. He was made a foreign member of the Royal Society. He received an amazing list of honorary degrees, medals and prizes both at home and abroad, and was beyond question the foremost scholar that Haverford has produced. He would no doubt have come to great distinction in some other field if Professor Hall had not aroused his interest and turned all his energies in the direction of that science, but to Dr. Hall belongs the signal honor of having shaped the lines of the noted scholar's career.

Under the able guidance of Lyman Beecher Hall, chemistry at Haverford College "grew up" as it was growing up in the world outside. Beginnings of a definite outlet for chemically trained men resulted in a gradual expansion of courses offered in the curriculum and at the same time even more important alterations in the subject-matter of courses were already listed. In 1881 organic chemistry, which had long since vanished from the curriculum, reappeared, this time under the course-heading, "Chemical Philosophy; Chemistry of the Carbon Compounds," and eight years later a whole year course in "Organic Chemistry" is listed as an elective.

From this time on until his retirement, Dr. Hall continued to teach the fundamentals of chemistry, with more advanced work always available for students definitely specializing in the science.

Four courses were listed: "Inorganic Chemistry," "Qualitative Analysis," "Quantitative Analysis," and "Organic Chemistry."

When Dr. Hall retired in 1917, the college was extremely fortunate in securing as his successor a distinguished scholar and an admirable teacher. This was William Buell Meldrum, Ph.D., who came to Haverford from Harvard where he had worked under Dr. Richards, had taken his Doctor's degree and had learned the art of teaching. He has carried on successfully the noble traditions and the creative work of the chemistry department. Dr. Meldrum began his work at Haverford the year that America entered the World War. From that event onwards, chemistry, which had gradually grown from a minor cultural science to an exact science of fundamental importance in human knowledge, assumed very rapidly a different status; from a science it grew to be a profession. The training of a chemist became a much more rigorous affair involving a severer preparation in physics and mathematics than was previously considered necessary.

For the first time, too, the layman came to realize the manifold ways in which chemistry contributed to human comfort and human welfare. The industrialist perceived that for successful competition with his fellows scientific research and control had to be substituted for the time-honored "rule of thumb." The physician and those engaged in the training of prospective physicians and surgeons realized that the time must come when the "administering of medicines of which we know little to a body of which we know nothing" would be no longer possible.

The tremendous increase in demand for workers in a highly specialized field together with the publicity that such a situation invariably brings, has had its influence necessarily on chemistry courses at Haverford College. The prominent place which chemistry has assumed in the High School curricula has necessitated the division into two different courses of the first year in college chemistry work, some definite recognition thus being given to what has been accomplished in High School. The increased re-

quirements for admission to medical schools, amounting at present to about three years of college chemistry, have had to be met, involving careful organization of the courses given and particularly some extension to the course in organic chemistry. The intensive applications of chemistry over a wide field of industry and research, particularly the applications of physical chemistry, practically compelled the inclusion of physical chemistry in the Haverford curriculum.

These divisions of the science are locally considered the "fundamental courses": Inorganic Chemistry, Qualitative and Quantitative Analysis, Organic Chemistry and Physical Chemistry. Haverford has some, though not many, who aim at making chemistry their life work. The limitations placed upon the numbers of students admitted to graduate schools of the universities standing high in chemistry have resulted in keener competition for places. To fit Haverford students for participation on a favorable basis in the competition, other courses additional to those that are fundamental have had to be provided.

"Water, Coal and Gas Analysis," "Electro-chemistry," "Physiological Chemistry," and "Advanced Physical Chemistry," are some of those now listed and frequently taken by future chemists. In spite of this apparent trend towards specialization while in college, graduates are not encouraged to enter the industrial chemistry field immediately upon graduation; they are urged, rather, to continue their specialization of chemical research. Harvard has, in a number of cases, carried on the work of training commenced at Haverford, although other universities have received some of our graduates. In view of the comparatively recent development of chemistry as an applied science and as a major subject of study, it is not surprising to find few among the earlier graduates who have been notable because of their contributions to chemistry. In the last twenty years or more the number has shown a gratifying increase. Appended is a list of those who have in some measure accomplished notable work in chemistry since their graduation at Haverford:

1878—Henry Newlin Stokes, Ph.D. Johns Hopkins 1884	1921—Edward C. Haines, Ph.D. M.I.T.
1885—Theodore William Richards, Ph.D. Harvard 1888	1922—Kenneth Braddock-Rogers, Ph.D. Pennsylvania
1907—Charles Ruglas Hoover, A. M. 1908, Ph.D. Harvard 1913	1924—Morris W. Mead Jr., Ph.D. Pittsburgh 1927
1913—Norris Folger Hall, Ph.D. Harvard 1917	1924—Charles Allen Sloat (A.M.), Ph.D. Princeton
1913—Charles Otis Young, Ph.D. Pittsburgh 1918	1925—Eric G. Ball, A.M. 1926, Ph.D. Pennsylvania 1930
1915—Walter Elwood Vail, Ph.D. Harvard 1921	1925—Edwin P. Laug, A.M. 1926, Ph.D. Pennsylvania 1930
1920—Lucius Elder, Ph.D. Harvard	1925—Edward Kenneth Haviland, Ph.D. Harvard
1920—Frank Thomson Gucker, A.M. 1921, Ph.D. Harvard 1924	1926—Charles Herbert Greene, Ph.D. Harvard 1929
1920—Joseph D. White, A.M. 1921, Ph.D. Harvard	1927—William A. Wolff (A.M.), Ph.D. Uni. of Pa. 1932

Biology

The study of modern biology was begun at Haverford in 1886 when the brilliant Dr. J. Playfair McMurrich, who had recently obtained the degree of Ph.D. in Johns Hopkins, was made Professor of Biology. He organized the department, fitted out the laboratory, subscribed for the best biological journals and gave the department an impetus which has carried along ever since. In 1889 he gave way to Dr. Winfield Scott Hall, M.D., who became Professor of Biology and Physical Culture. He was the college physician and also had charge of hygiene and physical culture in the Haverford Grammar School.

In 1893 Henry Sherring Pratt, Ph.D. of the University of Leipzig was chosen to be Instructor in Biology. He was made an Associate Professor in 1897 and he was appointed David Scull Professor of Biology in 1902. Dr. Pratt was born in Toledo, Ohio,

in 1859. He took an A.B. degree from the University of Michigan in 1882 and was admitted to the Ohio Bar in 1885. His interest, however, all ran strongly in another direction than in the practice of law and he entered upon a long period of graduate study at the Universities of Leipzig, Freiburg, Geneva and Harvard, with later periods of research work at Innsbruck and Gratz. At the time of his call to Haverford at the age of thirty-four he was a well recognized and authoritative scholar in zoology and its kindred branches. He became an instructor in the laboratories at Cold Spring Harbor, Long Island in the summer of 1896, where he has, with only occasional absences, continued to teach in the summer sessions.

His publications have been numerous and he has been recognized both at home and abroad as one of the soundest contributors in the fields in which he was an expert. His most important publications are the following:

A Course in Invertebrate Zoology, 1902; Same, *Second Edition Revised*, 1915; *A Course in Vertebrate Zoology*, 1905; Same, *Second Edition Revised*, 1925; *A Manual of the Common Invertebrate Animals*, 1916; *A Manual of the Land and Freshwater Vertebrates of the United States*, 1923; *A course in General Zoology*, 1927; *A Course in General Biology*, 1928; *A Textbook of General Biology*, 1930. Besides these there are numerous special papers on parasitology published in American, German, French and English scientific journals.

Distinguished though he is as a writer of books and articles, Dr. Pratt is best known among us as an intimate and devoted teacher of Haverford students. He has always given himself unsparingly to the men who have specialized in his courses and he has had the reward of seeing many of his students rise to distinction and to places of importance in the lines of work upon which he first started them. Many of the men who began their pre-medical work in biology under him have since become famous physicians or experts. Until 1917 the work in biology and zoology was carried on in the biological laboratory in the north wing of

Founders Hall. Dr. Pratt had the opportunity to plan the biological section in Sharpless Hall and he began the later stage of his solid constructive work at Haverford in the new laboratory in 1918. In 1929 he retired with the title of Emeritus Professor of Biology and one of his old students, Emmett Reid Dunn, '15, Ph.D. Harvard, '21, was made Associate Professor of Biology. The list of Haverford men who have become distinguished either in the biological field or in medicine is a long one. It is impossible to name them all, but here are a few names that have been widely recognized.

Three members of the Parsons family have had prominent careers as Landscape Gardeners and Florists. They were Samuel Bowne Parsons of the class of 1836, his brother, Robert Bowne Parsons, 1837 and Samuel Parsons, 1862, son of the first named. Samuel Bowne Parsons and his son, Samuel, were very prominent in their professions and both published extensively. Samuel Parsons was Superintendent of Parks of New York City for fifteen years.

Thomas Jesse Battey, '63, had his scientific awakening under the teaching of Edward Drinker Cope at Haverford, and learned scientific theory and methods from him. He was teacher of Natural Science in Moses Brown School, Providence, Rhode Island for sixty years.

T. Chalkley Palmer, '82, has been a distinguished amateur biologist all his life. He is especially interested in microscopy and the study of minute forms of life, and has published hundreds of papers, chiefly in the Proceedings of the Academy of Natural Sciences. He has been president of the Delaware County Institute of Science and also of the Academy of Natural Science of Philadelphia.

Thomas Newlin, '85, was Professor of Zoology and Botany in Haverford College from 1884 to 1886.

Dr. Henry Herbert Goddard, '87, Ph.D. Clark 1899, has had a distinguished career and is now Professor of Abnormal and Clinical Psychology in Ohio State University. He is one of the best

known students of feeble-mindedness and abnormal psychology in the country and has also an international reputation. He has published extensively. He received the degree of LL.D from Haverford in 1932.

Dr. Henry S. Conard, '94, Ph.D. University of Pennsylvania, is a botanist and Professor of Botany in Grinnell College, Iowa. His best known publication is a Monograph on Water Lilies published by the Carnegie Institution of Washington.

Dr. Thomas Harvey Haines, '96, Ph.D. Harvard, M.D. Ohio State, is a well-known psychiatrist. He was Professor of Psychology in Ohio State for many years and is widely known as an expert and consultant in Mental Hygiene, Juvenile Research and Psychopathic matters generally. He has published extensively and lives now in New York.

Dr. Frank Lutz, '00, Ph.D. Chicago. Curator of insects in the American Museum of Natural History, New York City, and Editor of the Bulletin of the American Museum. The most important authority on insects in New York City. He has published extensively.

Dr. Loren Clifford Petry, '08, Ph.D. Chicago. Professor of Botany at Cornell.

Dr. Reynold A. Spaeth, '09, Ph.D. Harvard. Physiologist. Instructor in Dartmouth and Yale. Associate in Physiology in School of Hygiene, Johns Hopkins. Professor of Physiology in Siam where he died in 1925.

Hollie E. Crow, '10, Professor of Biology in Ursinus College and Wichita, Kansas. He has published papers on parasitology.

Albert L. Baily, Jr., '12. Teacher of Biology in Westtown School. A botanist and amateur naturalist. Has studied several summers at Cornell University.

Joshua L. Baily, '12, an amateur naturalist and especially a student of mollusks. He has recently made special studies under Professor Raymond Pearl in Johns Hopkins.

Joshua A. Cope, '12, M.F. Yale, '14. A forester and professor in Cornell University.

Dr. Emmett Reid Dunn, '15, Ph.D. Harvard. Associate Professor of Biology at Haverford College. Formerly Instructor in Haverford. Pathologist of St. Francis Hospital, Trenton, New Jersey.

Dr. Ralph V. Bangham, '15, Ph.D. Ohio State, Professor of Biology Wooster College, Ohio, formerly Instructor in Haverford. He has published many papers on parasitology.

Haverford Medical Men.

One hundred and fifty-nine men, graduates and non-graduates have become M.D.s. The outstanding ones have been the following.

Dr. Henry Hartshorne, '39, M.D. University of Pennsylvania 1845, LL.D Pennsylvania, 1884. Professor in University of Pennsylvania. Professor of organic sciences, Haverford College, 1867-1871. Professor of Physiology and Hygiene, 1871-1876. Author of numerous medical articles and treatises.

Dr. James Carey Thomas, '51, M.D. University of Maryland 1854. Trustee of Johns Hopkins University from 1870 to 1897. On the Medical Board of Johns Hopkins Hospital. Trustee of Bryn Mawr College. Author of medical works and articles.

Dr. William Henry Pancoast, '53, M.D. Jefferson 1856. Professor in Jefferson Medical College.

Dr. James Tyson, '60, M.D. University of Pennsylvania 1863. LL.D. Haverford. Professor and Dean in the Medical School of the University of Pennsylvania. Author of numerous books and articles.

Dr. Morris Longstreth, '64, M.D. University of Pennsylvania 1869. A.B. and A.M. Harvard. Professor in Jefferson. Author of numerous medical articles. Lowell Institute Lecturer, Boston.

Dr. Louis Starr, '68, M.D. University of Pennsylvania, 1871. LL.D. Haverford 1908. Professor in the University of Pennsylvania. Author of many articles and treatises on the diseases of children.

Dr. Randolph Winslow, '71, M.D. University of Maryland, '73. Professor in University of Maryland and also in the Woman's

Medical College of Baltimore. Contributed numerous articles to medical journals on surgical subjects.

Dr. Richard Henry Thomas, '72, M.D. University of Maryland, '75. Professor in Woman's Medical College of Baltimore, and Dean of the faculty. Author of various papers, both religious and medical. Also of a volume of poems and a novel.

Dr. John E. Sheppard, '79, M.D. University of Pennsylvania '82, professor of Otology, New York Polyclinic Hospital. Author of works on Otology.

Dr. Henry M. Thomas, '83, M.D. University of Maryland, '84. Professor in Johns Hopkins, author of articles, especially on Neurology.

Dr. Thomas Franklin Branson, '89, M.D. University of Pennsylvania, '92.

Dr. Arthur Fernandez Coca, '96, M.D. University of Pennsylvania. Professor in Cornell Medical School. Editor of the Journal of Immunology. Author of numerous articles on Immunology. An authority in this field.

Dr. William Warder Cadbury, '98, M.D. University of Pennsylvania 1902. A strikingly constructive medical missionary in Canton, China.

Dr. F. C. Sharpless, '00, M.D. University of Pennsylvania, '03.

Dr. Percival Nicholson, ex-'02, M.D. University of Pennsylvania 1905. Author of numerous medical articles on children's diseases. An authority in his field.

Dr. Cecil Kent Drinker, '08, M.D. University of Pennsylvania 1913. Professor of Physiology at Harvard Medical School. Author of many articles. One of the most brilliant of our alumni.

Dr. Harry G. Timbers, '21, M.D., Johns Hopkins, expert in oriental diseases, health director at Santineketan, India.

Physics

As we have seen, "Natural Philosophy" was a major interest in the institution from the first years of its existence, but there is a vast difference between the method of teaching that old-line

subject and the method of teaching modern physics today. Dr. Lyman Beecher Hall inaugurated the modern method of physics at Haverford, though he was compelled to work with a very feeble equipment and in a primitive laboratory, and he could give to physics only what time was left over out of a busy life absorbed in teaching chemistry.

In 1888 Dr. Henry Crew was appointed Professor of Physics, with a very strong secondary interest in astronomy. Professor Crew was a graduate of Princeton University and he had taken his Ph.D. at Johns Hopkins University in 1887. He was a scholar of very high rank and he laid a solid foundation for creative scientific work in the department. He has had a distinguished career as Professor of Physics at Northwestern University since 1892. Professor Crew was succeeded in 1891, the year he left Haverford, by Dr. Joseph Osgood Thompson who occupied the chair of Physics for the next three years and then went for a long and successful career of teaching at Amherst College. For the next few years the department appears to have run on low gear.

Dr. Frederick A. Saunders, a distinguished physicist, was called to the college in 1899 to raise this department to its proper place in the curriculum of the college and it was hoped that physics would now come to its own. He, like Dr. Crew before him, had received the great advantages of a careful training in modern methods at Johns Hopkins and his work was sound and thorough. But once more, he as his predecessors had done, soon went on to make the main contribution of his life elsewhere,—at Syracuse, Vassar and Harvard. He was followed in 1901 by another highly proficient scholar from Johns Hopkins, Dr. Edward Rhoads of Germantown, Pennsylvania. Dr. Rhoads was a man of great ability, genuine scholarship, intense zeal for research and with these qualities he had an attractive personality. But he had hardly had time to develop his gifts of teaching when his life was brought to a tragic close by drowning while he was on a canoe trip on the Susquehanna River in the summer of 1903.

Once more the work dropped to a low level, being carried on

by an Instructor who came to the college three times a week. It should be said that Dr. George E. Stradling who conducted the classes during this interim was a good physicist, but obviously no adequate department in physics could be maintained on this basis of tri-weekly visits, and physics seemed to be almost at its last gasp at Haverford.

As so often happens, at least according to the proverb, the darkest period was just before the dawn of a new and glorious era for the department. Frederic Palmer, Jr., M.A. was appointed Instructor in Physics and Astronomy in 1904 and at once the creative effect of his leadership in the department of physics was felt. He had received his B.A. at Harvard in 1900 and his M.A. at the same institution in 1904, the year of his appointment. He later also received a Doctor's degree from Harvard. He had in the four years between his graduation and his appointment established his reputation as a gifted teacher. I shall deal in another place with his contribution as Dean of the college. In this chapter I shall speak only of his place as a teacher and as a director of a laboratory, though the reader must not forget that during most of the period covered in this section, he had all the duties and responsibilities of the deanship of the college added to the heavy work of an important department of science. In the early years of his work in the department, the laboratory quarters were cramped and unsatisfactory and the equipment for teaching modern physics was quite meager and inadequate. All that was changed with the building of Sharpless Hall in 1917. Dr. Palmer had the opportunity to plan his laboratory pretty much as he wanted it and he was able from this time on to secure a generous outfit of equipment, comparatively consonant with his aims and ideals. But even in the old laboratory the work was scientifically sound and scholarly and it had an inspiring quality to it which brought a quick response from the students.

Three courses call for special comment. Physics 1 is, and for many years has been, a thoroughly up-to-date course in General Physics with training in the use of a laboratory. It is accepted by

the Massachusetts Institute of Technology as the equivalent of their own very thorough course covering the same field. Johns Hopkins Medical School requires for admission a year and a half of college physics, but Haverford graduates have been admitted with full standing even when they have taken only *one* year of physics, namely, Haverford College physics.

Physics 3 is a course on Electron Physics. Haverford was one of the first institutions in this country in which experiments in this rapidly developing field were carried through by undergraduates. This work was begun in 1915. Such work is now being done at a good many institutions, mostly in universities, and there is still a tendency to limit such work to graduates, though this may be due in part to inability to handle such work with the larger number of undergraduates. Representatives from many institutions have visited Haverford when considering the possibility of introducing work of this kind into their own departments. In one way or another, this work at Haverford has influenced that which is being done in Electron Physics in many other colleges and universities. As the result of an article which Professor Palmer wrote for the Journal of the Optical Society, the Central Scientific Company of Chicago, the leading firm of physical apparatus makers in the country, asked him to design a simple piece of apparatus by which the charge of the electron could be measured by the oil-drop method of Dr. Millikan. This instrument is carried regularly on their list of physical apparatus and once a year they run a full-page advertisement of it in *Science*.

Physics 10 is a course for undergraduate research. It came into being in 1920 when the improved facilities in Sharpless Hall became available to the department. Each student picks a field in which he is interested and a problem capable of solution with the apparatus available in the college laboratory. The student covers the literature in the field and carries out his experimental work to the extent of about one hundred hours each semester. A detailed report covering the entire work in the form of a sci-

tific article is handed in at the end of each semester. Once a week there is a class meeting at which two students lecture for a half-hour apiece, each on his own subject. At the end of the quarter each student provides two questions on his topic for the quarter examinations and then answers the questions asked by the others. Each student goes over the papers marking the answers to his own questions.

Such work is almost necessarily limited to undergraduates at small colleges because it cannot be successful with large numbers. The value to the student of such work in which he is thrown on his own responsibility is enormous. He can take up research work in a graduate school with a sense of confidence and he can progress much more readily. The semester reports form a valuable record of the work of the course.

At one time or another during the past twenty-five years, courses have also been offered in electricity and magnetism, optics and radio, but of late years the elastic character of Physics 10 has enabled a student to take up such work under the latter heading and no other stereotyped course has been offered.

The physics department during the years of Professor Palmer's leadership of it has trained a goodly number of men who have since become distinguished scholars in physics. I shall mention only those who have taken their Doctor's degree after university graduate study:

1912—Mark Balderston
1920—C. Wilbur Ufford

1921—Benjamin B. Weatherby, 2nd
1922—Richard M. Sutton
1924—Gaylord P. Harnell

Richard M. Sutton is now Assistant Professor of Physics. Dr. Allison W. Slocum of the class of 1888, Professor of Physics in the University of Vermont, is one of the most distinguished physicists of the earlier group of graduates.

Astronomy

The Founders of Haverford were interested in the wonders of

nature and they would have agreed with Kant that the sublimity of the stars above and the majesty of the moral law within were the two most awe-inspiring facts in the universe. Thomas Kimber, Jr., one of Haverford's most devoted friends, in 1852 started the fund for building and equipping an observatory with a subscription of \$1500. Thomas P. Cope at the same time presented an excellent sidereal clock which is still a fine one and bears the inscription of the donor. The equatorial telescope that was mounted in the 1852 building was considered at the time to be a high-class instrument. The latitude of the observatory was found to be $40^{\circ}0'40''$.¹ north and the longitude 5h.1m.12.70s west of Greenwich. J. G. Harlan, afterwards President of the college and a beloved teacher, gave the instruction and guidance in this early period of the observatory.

Between the days of President Harlan and the coming of Isaac Sharpless, Hugh D. Vail, Moses C. Stevens, Samuel J. Gummere and Samuel Alsop, Jr. taught astronomy in succession and opened the wonders of the sky to the students of their time. It is a notable fact that three of our presidents have taught astronomy. Isaac Sharpless took up the work of astronomy on the retirement of Samuel Alsop in 1878 and it soon became his major intellectual interest. A number of important observatory reports and astronomical papers were published at this period in the *Scientific American* and in the *Philadelphia Ledger*, then one of the foremost newspapers in America.

In 1881 one of Professor Sharpless' students, Levi T. Edwards, '81, had the thrill, on the morning of June 16th, of discovering a large comet, known as Comet B. and of announcing it to the scientific world. Levi T. Edwards also had the distinction of manufacturing a new telescope in his senior year. It was a reflecting telescope of the Newtonian type, $8\frac{1}{4}$ inches aperture, and is still in use in the observatory. It was with this telescope of his own manufacture that the college senior discovered the comet. In 1882 when a famous comet was to be seen in the midnight sky some "wicked" student put up a notice on the bulletin board

that Professor Sharpless would call any one at midnight who wished to see the comet. Theodore Richards, then a fresh newcomer at the college was "caught" by the notice and went to Isaac Sharpless' house and asked to be awakened at midnight. He got a splendid instance of the "Sharpless smile" as his reward.

In 1884 a new telescope was purchased for the college through the efforts of Professor Sharpless. It was constructed by Alvin H. Clarke and Sons, a refractor of ten-inch aperture. The new dome for it was presented by James Whitall and other important instruments were given at the same time by other generous contributors.

When Isaac Sharpless became President, Francis P. Leavenworth, who had had seven years' experience in the observatory of the University of Virginia, was called to Haverford to be Director of the work in astronomy. Professor Leavenworth's work was of a high order and the Haverford observatory continued to produce important reports and papers. William H. Collins, '81, became Director of the observatory on the retirement of Professor Leavenworth in 1892 and carried the work forward until 1904 when he became manager of the buildings and grounds. Meantime Professor Ernest W. Brown, F.R.S. had begun his famous work on the motion of the moon as disturbed by the influence of the sun.

Ernest Brown came to Haverford in 1891 from the University of Cambridge where he had worked under Sir Robert Ball. Professor Brown put in sixteen years of creative work at Haverford, mapping the course of the moon more accurately than had ever been done before. He finished his tables of calculation the year after he left Haverford to go to Yale in 1907. These tables have been used during the last ten years to predict the place of the moon as given in the Nautical Almanac. He wrote important papers on celestial mechanics and astronomy. Dr. Brown was very active in the affairs of the American Mathematical Society while at Haverford, he was Vice-President of it and one of the first three editors of its Transactions. He was also on the Council

of the American Philosophical Society. In these and many other ways Professor Brown brought honor and distinction to the college.

Professor Frederic Palmer took charge of the work in astronomy for a short period and William H. Collins took it up again from 1905 to 1907. He was followed by W. M. Mitchell who was Director for two years when, in 1910, Professor A. H. Wilson added astronomy to his department. He was here, as always, an inspiring teacher. In 1927 Henry V. Gummere, '88, was appointed Lecturer in astronomy and is at the present time doing admirable work in the field in which two of his Haverford ancestors preceded him.

In December 1929 Charles Evans presented to the college a telescope which had belonged to his father, William Evans. It is a four and one-half inch refractor, equatorially mounted, with a large equipment of eye-pieces. With Levi Edwards' eight inch reflector, it is mounted on a concrete platform, south of the observatory. These instruments will be very useful for demonstration purposes and the Evans telescope will be of especial use in the study of variable stars which is one of the lines of work especially stressed in the Haverford observatory.

During the spring and summer of 1933 the college observatory was rebuilt and enlarged and presented to the college as a memorial to the late William J. Strawbridge of the class of 1894. The old part of the observatory that was built of stone was kept in the structure. The rest, built of wood, was torn down and rebuilt of stone and concrete. Steel domes now replace the old wooden ones. All the instruments have been completely overhauled, reconstructed and remounted with the best modern appliances. The new building is furnished with class-rooms, work-rooms, library and dark room. The splendid memorial was a gift of Frederic H. Strawbridge, '87, Francis R. Strawbridge, '98 and the children of the latter, Barbara W. Strawbridge and William J. Strawbridge.

Engineering

Engineering instruction at Haverford was a natural growth from the science courses. It came in response to a very persistent demand for a training which in addition to providing a cultural background would aid men entering the industrial field. The first distinctly professional course was "applied mechanics and constructive engineering" listed in the catalogue 1876-1877 although mathematics, physics, surveying and drawing were given still earlier and "civil engineering and practical science" were mentioned in the catalogue of 1872-1873.

In the year 1880-1881 an elective course in "civil and sanitary engineering" was offered for seniors. Much of this instruction in the fundamentals of civil engineering was given by Isaac Sharpless. A separate and distinct "engineering course" was announced in 1884 and James Beatty, Jr., M.E. was appointed the first Professor of Engineering. In 1886 Levi T. Edwards was appointed Professor of Engineering. During the next few years courses in "mechanical engineering" were given with elective courses in "electrical" and "chemical engineering." From 1880-1890 inclusive the degree of B.E. was awarded. The first laboratory used exclusively for engineering was erected in 1890.

As our country continued its intensive industrial development the necessity for Haverford to cooperate modestly in this movement while holding to her fundamental ideals was reflected in the development of applied science courses. The number of engineering students has fluctuated between fifteen and twenty percent of the total enrollment. This group of students has always taken its full share of responsibility and leadership in extra-curricular activities and a large proportion of them have been members of the Society of Friends.

In 1896 a new engineering laboratory (Whitall Hall) was erected and was well equipped with metal and wood shops. A few years later, about 1900, an electrical laboratory was installed in the west wing of Founders Hall. Professor Edwards resigned

in 1905 to give full time to consulting engineering practice and L. H. Rittenhouse, M.E. of Stevens Institute was appointed his successor as Instructor in Mechanics and Electricity. During the next ten years, much of the drawing and shop-work was eliminated, and more time devoted to theoretical work and electrical laboratory practice. Whitall Hall was partly destroyed by fire in 1913 but was rebuilt, with slight changes in the interior, and served its original purposes until 1929, i.e. for more than thirty years.

In February 1929 the engineering department moved into its new quarters, Hilles Laboratory of Applied Science. This commodious and attractive stone and concrete building was the gift of T. Allen Hilles of the class of 1870. It was planned by the engineering staff and a group of engineering alumni headed by Bernard Lester, '04. The architect was Walter Mellor of the class of 1901. The building represents an investment of \$100,000 and the equipment about \$40,000. Most of the scientific equipment is new and was contributed by the donor and other friends whose interests have been in the industrial and engineering fields. The mechanical and electrical laboratory equipment compares very favorably with that in the best technical schools of the country.

Oscar M. Chase, a graduate in engineering in the class of 1894, gave instruction in engineering drawing continuously from 1896 until 1930, having previously acted as assistant during his graduate work 1894-1896. He retired from the teaching staff in 1930 to give exclusive time to his ever increasing duties as Registrar. J. Otto Rantz was first appointed assistant in the laboratories in 1905 and except for a few years has served continuously in that capacity until the present time. L. H. Rittenhouse was made head of the department and appointed Professor of Engineering in 1921. Clayton W. Holmes was appointed Instructor in Mechanical Engineering in 1930.

As engineering is an extremely broad and diversified profession, the aim of the department at Haverford is to assist men in getting started in the particular branch for which they are best

adapted. Those students planning to go into research or design usually take graduate work at more technical institutions, while those planning for production, sales or routine engineering usually enter employment immediately on completing the course at Haverford. It is a satisfaction to know that our graduates easily hold their own in competition with graduates of the more technical colleges and that many of the companies seek them by preference.

It is true that here as elsewhere a certain number of men enter the engineering course failing to comprehend its requirements and discover later that they have not the aptitude for it. Transfer is not possible at most engineering colleges, but at Haverford because of a certain flexibility in all the courses, this adjustment can be made. The curriculum, similar to that of the standard engineering colleges is logically classified as fundamental courses, technical courses and breadth or cultural courses. About one quarter of the total time is devoted to the fundamentals, mathematics, physics, drawing, etc. Another quarter is assigned to technical, mechanical and electrical engineering subjects and about half of the total time to economics, English, philosophy and foreign languages. As compared with the standard engineering colleges, the time devoted to fundamentals is the same, but the time allowed for technical courses and cultural courses respectively is reversed, i.e. the engineering colleges give about two years to technical subjects and one year to broad cultural studies. This departure at Haverford from the more conventional apportionment of time is not accidental but the result of a careful study of what is believed to be the best training for the future professional development.

Students now major in engineering as in other departments and those qualified have the privilege of electing "honor work" in the department. The degree of Bachelor of Science (B.S.) is awarded to those satisfactorily completing the course. For a few years, 1885-1890, the degree of Bachelor of Engineering (B.E.) was awarded.

Among the alumni who have been prominent in the industrial and engineering field are the following:

T. Allen Hilles, '70, manufacturer of machine tools.

A. F. Huston, '72, President of the Lukens Steel Company.

F. H. Taylor, '76, a high administrative officer with the Westinghouse Electric and Manufacturing Company, S. S. White Dental Manufacturing Company and others.

Percival Roberts, '76, Director U. S. Steel Corporation.

John Whitall, '80, glass manufacturer.

W. L. Baily, '83, architect.

Morris E. Leeds, '88, President of Leeds and Northrup Manufacturing Company; manufacturer of electrical apparatus.

D. L. Mekeel, '91, chief engineer of Jones and Laughlin Steel Company.

A few of the younger alumni who have been conspicuously successful in engineering are the following, though the list is necessarily incomplete:

Bernard Lester, '04, electrical manufacturing and sales.

George H. Wood, '07, Mechanical Engineering.

A. D. Knowlton, '20, Telephone Engineering.

A. W. Hastings, '21, Electric Utilities.

I. Smith, '27, Radio Engineering.

CHAPTER XIV

HAVERFORD DURING THE WAR PERIOD

THE World War brought staggering problems to every student of military age. Many American students had been facing these problems from the outbreak of the war in 1914 but quite naturally they became much more intense and urgent as soon as this country became involved in April 1917. The situation was unique in a college like Haverford with its long history and background of Quaker ideals and traditions. Far more than half the student body belonged to other religious communions than the Society of Friends and yet all of the members of the Corporation and Board of Managers at that time who were responsible for the course the college would officially take were Friends. But from the very first, it was well understood that no influence would be exerted on individual students to pre-determine their decisions of action.

Even before the declaration of War was made a little group of professors and students was at work on plans to train a Haverford College Ambulance Unit so that it might be ready for the crisis when it did come. Dr. James A. Babbitt and the present author did much consulting and planning during the spring holidays of 1917 and we came to the conclusion that whatever preparatory work was to be done it should include the entire college. Harvey Klock of the senior class of 1917 took part with us in the formation of plans and was one of the originators of the scheme for some kind of definite Haverford training work. The plan was ready to be launched the first week of April and in an amaz-

ingly short time the college was transformed into a scene of stirring activity.

The new organization which included practically the entire college—both teachers and taught—was named the Haverford College Emergency Unit. A central board was chosen to administer the Unit, with myself as chairman and Dr. Babbitt as director. The purpose of the organization was stated as follows: "To provide a reasonable opportunity for Haverford men to prepare in unison for a national emergency without necessitating withdrawal from college work or the sacrifice of individual conscience." There were six training sections formed and by rotations each man was to have training in each section of activity. The first was a course in the driving and repairing of automobiles and trucks. Dean Palmer was in charge of this department. The second was a course in hospital, ambulance and stretcher practice with Dr. Thomas F. Branson, '89, in charge. The third was a course in mechanical shop-work under Professor Rittenhouse. The fourth was a course in camping, sanitation and cooking under the oversight of Dr. A. Lovett Dewees, '01. The fifth course covered manual labor with pick and shovel applied to the construction and leveling of a baseball field, directed by Professor Legh W. Reid, and the sixth division included cross-country hikes and endurance tests in charge of Professor Thomas K. Brown Jr., '06. The Central Board consisted of the officers, the heads of the division courses and the following students: Loring Dam, '17, Weston Howland, '17, Edmund T. Price, '17, Carl M. Sangree, '17, Hugh E. McKinstry, '17 and J. W. Greene, 3rd, '17. A court of discipline had charge of all matters of order and discipline. The college classes were cut to six periods of fifty minutes and after 2:30 p. m. the work of the Emergency Unit held the field until evening dinner time. As chairman of the organization I raised \$10,000 to finance the Unit and the money was got for the purpose with remarkable ease. This emergency work was very strenuous, often gruelling. It left no free time and every person in college was occupied from the time he got up in the

early morning until he was in bed at night. Everybody cooperated enthusiastically and the college was unified probably as never before in its history. There was a universal glow of health and an immense amount of good training was secured.

By the middle of May thirty men had withdrawn from college as a result of enlistments in various types of service. The seniors were allowed to take early examinations and to receive their degrees at commencement time. Of the thirty who withdrew, eighteen men joined Ambulance Unit No. 10 of the Pennsylvania Base Hospital. They were:

1917—John W. Zerega	1919—Charles Hartshorne
1917—H. Lawrence Jones	1919—Nathaniel Hathaway, Jr.
1917—Lawrence M. Ramsey	1919—William A. Hoffman
1918—Robert B. Greer	1919—Charles E. Pancoast, 2nd.
1918—Jacques Le Clercq	1920—Robert W. Burritt
1918—R. W. Moore	1920—Jerold S. Cochran
1918—W. B. Moore	1920—Harold M. Grigg
1918—M. S. Shipley	1920—Ferris L. Price
1919—Hudson Chapman, Jr.	1920—Edward L. Smith

James P. Magill of '07, and David R. Stieff, ex-'18 also joined the Unit. Seven students, six of them seniors, enlisted and joined the officers camp at Niagara. The seniors were:

H. Beale Broadhead	William C. Little
William L. Baily, Jr.	Robert B. Miller
DeWitt C. Clement	John W. Spaeth, Jr.

Jacob Schrope of the class of 1919 also joined this officers group. Donald Baird, '15 enlisted in the City Troop and Joseph W. Sharp 3rd, '18, Louis K. Keay, '19 and Frederic H. Strawbridge, Jr., '19 enrolled in the City Troop A. Henry E. Knowlton, '16 enlisted as an ensign in the Navy. A little later, two Haverford men joined the Officers Training Camp at Fort Myers, Virginia. They were Felix Morley, '15 and Emmett R. Dunn, '15. J. W. Greene, '17, Edmund T. Price, '17 and Stephen Curtis, '18 joined the Harvard Officers Training Corps. In spite of these deple-

tions from the ranks the Emergency Unit carried forward its work unabated until commencement.

Meantime an organization known as the American Friends Service Committee had been formed to open the way for a constructive piece of relief work in war-torn Europe. I had been asked to become chairman of that Committee and through a former Haverford student, Grayson M. P. Murphy, ex-'00, who had become head of the American Red Cross in France, a plan was developed to send out a Quaker Unit to cooperate with the Unit of English Friends in the desolated areas of France. Haverford College generously offered its buildings and grounds as summer headquarters for training the first group of one hundred men who came to be known as "the Haverford Unit." The work of training the members of the Unit along the numerous lines of their probable activities began on July 16th with a hundred men on hand. They naturally all had to learn French as well as skill of hand and muscle. President W. W. Comfort had just been chosen as the successor to Isaac Sharpless and he gave much help and assistance in organizing the drive for efficient French. Two Haverfordians, L. Ralston Thomas, '13 and Richard M. Gummere, '02, had a very large share in the work of managing and directing the summer training which they did with insight and fidelity. Dr. James A. Babbitt was selected to be director of the Unit abroad but he was unavoidably absent during the summer.

J. Henry Scattergood, '96 and Morris E. Leeds, '88, now President of the Board of Managers, went abroad to make arrangements in France for the future work of the Unit. The Unit sailed for France on September 4th with vast stores of supplies and stock of tools. When they arrived they found a great variety of tasks awaiting them and they were broken up into many *équipes*. Dr. Babbitt was called to be head of a large civilian hospital in a château in Sermaize-sur-Marne. Dr. Babbitt's work in the Sermaize Hospital was an immense contribution to civilian relief in the war zone of France. He was greatly aided in his work

by other Haverfordians, among whom were L. Ralston Thomas, '13, Hugh E. McKinstry, '17 and Walter Carroll Brinton, '15, who gave the last full measure of devotion, his life itself.

Charles Evans, now a Manager of the College, was sent over to be the Paris head of the Unit as the work developed. He was followed a year later by Charles J. Rhoads, '93 and at a later stage by Wilmer J. Young, '11. The Unit steadily grew in numbers and in the multitudinous range of its work until more than five hundred persons were enrolled in its lists. After the war, the Unit was asked to remain and to reconstruct the Verdun district, including the villages in the Argonne Forest. About fifty Haverford men had part in the work of reconstruction in France and a large share of the leadership and the creative work fell to Haverford men.

When, at a later time, on the invitation of Herbert Hoover, the American Friends Service Committee took charge of feeding the children of Germany, Alfred G. Scattergood, '98 was the first chief of that Unit and had the brunt of organizing that immense task in which he was helped by other Haverfordians. Among others, Dr. Henry S. Pratt, Professor of Biology, gave a year of notable service in the child-feeding work after having spent a year during the war in Belgian relief work under Herbert Hoover.

Philip J. Baker, ex-'10 was the original organizer and first head of the English Friends Ambulance Unit, in which Felix M. Morley, '15 and Edward Rice, Jr., '14 gave a year of service before America entered the war. Lawrence E. Rowntree, ex-'16 was also a member of that Unit. He was later killed in action. Philip Baker was later Manager of the British Ambulance Unit in Italy. Charles J. Rhoads, '93 gave extensive service in aid of war prisoners under the International Y.M.C.A. in Geneva after he finished his work with the Quaker Unit in France. Alfred Lowry, '09 was engaged in War Prisoners Aid work in Germany and France during the years 1916-1919 and later became the head of the Quaker International Centre in Paris.

I have not been able to secure an absolutely complete list of the Haverford men who engaged in the various types of military, naval, reconstruction and Red Cross work. The Haverford Alumni Bulletin of 1918 gives a Register of one hundred and seventeen men in the Army, twenty-five in the Navy, seventy-four in Medical and Ambulance work, thirty-five in Relief and Reconstruction work and one hundred and one in important lines of Home Service. The complete list would be much longer than that under each item and the list went on growing for the next two years after this Register was made, especially in Relief and Reconstruction work which kept on until 1923.

It is doubtful whether any American college of anything like the size of Haverford had men engaged in such a vast variety of lines of action. From the first, Haverford as we have seen was a training place for work of relief and reconstruction and this training continued throughout the war. It was quite unique, and for that reason calls for emphasis here, but at the same time, a large number of Haverford men were officers in the different departments of military, naval and air service and a still larger number took their places in the ranks.

It was natural that the Quaker element and others of kindred ideals should turn to types of activity that would interpret the spirit of love and fellowship in the midst of havoc and destruction but there were many Haverfordians who saw the line of their duty to lie in the sphere of action marked out by the nation's call to arms and it was only right to assume that loyalty to conscience and to vision was as high-minded in one case as in the other.

There were moments of strain and tension between the two typical groups—the exponents of the Quaker faith and the exponents of military force—but in the main, and especially as the era of propaganda passed by, there came to be a good degree of sympathy, appreciation and understanding and the two poles of our life, that at one stage seemed so far asunder as poles are bound to

be, came slowly to be recognized as essential parts of one united, high-minded, deeply loyal Haverford.

College opened in the autumn of 1917 with a surprisingly large enrollment. The upper classes of course suffered heavy losses. There were sixty-nine freshmen and the total college attendance was only about twenty less students than usual though the numbers kept decreasing as the draft picked off one after another. President Comfort began his administration under these conditions and, as I shall deal with his administration in a later chapter, I need not do more now than mention the fact.

An event of serious significance at the time of the autumn opening in 1917 was the sudden death by accident of Dr. William W. Baker, Professor of Greek. He had been the head of the Greek department since 1904. He was a signally fine scholar, an inspiring teacher, an absolutely straightforward, honest man who had won universal respect.

In 1918 the college opened with a greatly shrunken student body. At the beginning of the academic year there were only sixty-five students in attendance, but the experience of the previous year was reversed. The college began in 1917 almost full and steadily thinned out in numbers, whereas in 1918 it began thin and accumulated more and more after the period of the Armistice was passed. The total enrollment for the year was one hundred and sixty-one, including eight graduate students on the Moses Brown Foundation who were all women. There were fourteen seniors, thirty juniors, fifty-six sophomores and fifty freshmen.

The faculty in the early autumn issued a striking and impressive "Greeting" to its graduates and former students who were in service of some kind at home or abroad, of whom there were known to be in November 1918, three hundred and three,—one hundred and forty in the Army, thirty-three in the Navy, eighty in medical and ambulance work, and fifty in reconstruction work. By the time the Armistice was declared, nearly every member of the Haverford faculty had rendered some important serv-

ice or was then engaged in making some contribution. One of the calls of greatest distinction came to Dr. William E. Lunt, Professor of English Constitutional History. Dr. Lunt was chosen by President Woodrow Wilson as one of his historical consultants of national boundaries at the Paris Peace Conference.

In September 1918 the college was asked by the Government to establish a unit of the students Army Training Corps at Haverford, as was done by most of the colleges and universities of the country. It was the almost universal judgment of every one interested in Haverford that it would be impossible in the light of its traditions to turn the institution into a military school. The Board of Managers voted unanimously to decline the request. The decision met with general satisfaction and it was fully respected by the officials of the Government.

The college suffered severely from the great epidemic of influenza as all the institutions in the land did, but slowly and gradually after the opening of the year 1919, Haverford began to come back, not to its old life and its ancient level, but to its new day and its post-war life.

CHAPTER XV

A VARIETY OF EVENTS

A very memorable event in the history of the college was the celebration of the seventy-fifth anniversary of its founding, held on the 16th and 17th of October 1908. There was a distinguished group of delegates from thirty-eight other colleges and universities. They were received and welcomed in the Gymnasium by the faculty and then they proceeded in an impressive line to Roberts Hall where the celebration began at 2:30. President Sharpless opened the exercises with a note of thanksgiving for the years of growth and progress and with the prediction that the future held greater achievements for Haverford than the past had yet recorded.

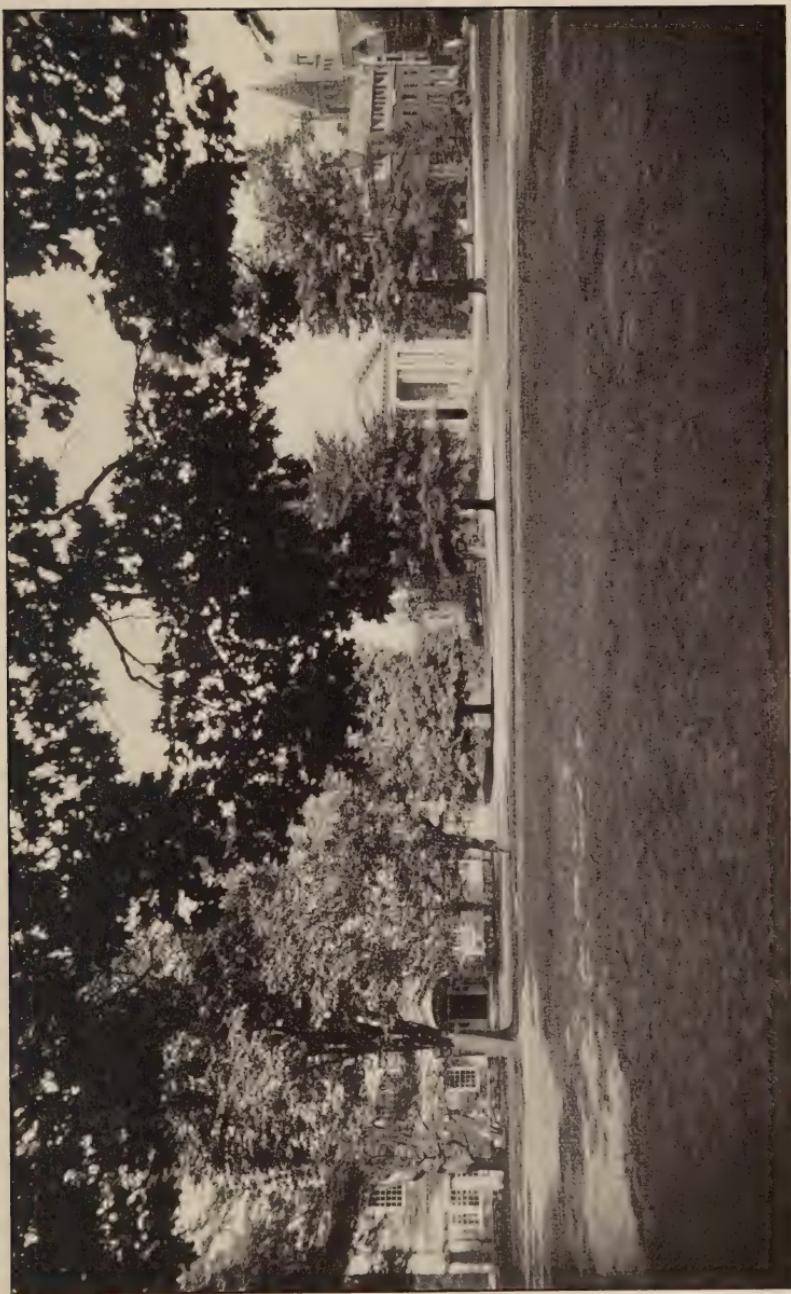
There were three speakers for the afternoon program, all of them men of very great distinction. First came Woodrow Wilson, then President of Princeton University. His address on "The Life of the Colleges" was one of the best academic addresses he ever gave and it brought an immense response from his listeners. Theodore W. Richards, '85, at the time one of Haverford's greatest sons, spoke on "The Relation of Modern Chemistry to Medicine." George Wharton Pepper of the University of Pennsylvania, and later Senator of the United States, was the last speaker of the day. His subject was "A Plea for the Highest Education." It was marked by nobility of thought, lucidity of style and a striking quality of eloquence. Those who were present on

this occasion felt that both President Wilson and Mr. Pepper reached the height of their range and capacity as public speakers. The testimony of Mr. Pepper as "a near neighbor" was highly appreciated. He said: "We are Haverford's near neighbors—too near to be deceived by false appearances—when, therefore, we bear witness that her record is spotless and that she has ever steered her course by the twin stars of sound learning and simple living, our testimony is entitled to double weight."

Six honorary degrees of Doctor of Laws were given to Haverford graduates, who had gained fame in education and science: James Tyson, '60, Medical Department of the University of Pennsylvania; A. Marshall Elliott, '66, Professor of Romance Languages at Johns Hopkins; Louis Starr, '68, Professor of Diseases of Children in the Medical Department of the University of Pennsylvania; Francis B. Gummere, '72, Professor of English at Haverford; Lewis Lyndon Hobbs, '76, President of Guilford College and Theodore W. Richards, '85, Professor of Chemistry at Harvard.

At 4:30 on the afternoon of October 17th a historical meeting was held in Roberts Hall at which T. Wistar Brown, President of the Corporation, presided. The speakers were Edward Bettle Jr., '61, President Isaac Sharpless and Professor Rufus M. Jones, '85. A banquet was served in Founders Dining Hall. W. W. Comfort, '94, presided. The speakers were: President Sharpless, A. P. Smith, '84, John J. Blair, '85, Richard M. Jones, '67, Walter M. Hart, '92, F. B. Gummere, '72, L. Hollingsworth Wood, '96, William Draper Lewis, '88, and Walter Carson, '06. Saturday forenoon was devoted to a variety of athletic sports on the college fields.

This occasion revealed pretty clearly to the alumni and the guests who were present that Haverford had moved a long step forward since the celebration of the semi-centennial a quarter of a century earlier and it aroused a peculiar expectancy for the next stage that would complete the century.



THE UNION, ROBERTS HALL AND BARCLAY

*The Birth of the "College Weekly," later called the
"Haverford News"*

A new event of striking significance belongs to the calendar year of 1909. The two men who were the "fathers" of this enterprise were John Donald Kenderdine of the class of 1910 and David S. Hinshaw of the class of 1911. The paper was four pages, with a sheet of the modest size of $12\frac{1}{4}$ inches by $8\frac{3}{4}$ inches. The first issue is dated February 15, 1909. It began its editorial career with the query, "Why do we exist?"

"For over thirty years," it said, "*The Haverfordian* has been the sole journal of Haverford College. Being the only journal, its duty has been, aside from its literary attempts and alumni notes, to publish all the news of college activities. Most of the matter has, from necessity, been treated in a cursory manner and has been outdated when published. It is now planned to devote *The Haverfordian* purely to the development of the literary side of the college and to alumni notes, leaving the news items to be handled by the *College Weekly*. It shall be the aim of the paper to publish all college happenings of interest in a fair, impartial way. No 'joke' or 'knock' column will be found in this publication. Because we shall attempt to make the greater Haverford a better Haverford, we ask not your approval only, but also your support."

With that simple, unassuming greeting and forecast, this new attempt at college journalism was launched. The commencement number in June expanded in size to a 15×11 page which remained for a long period the well known size. There were no cuts in the first two issues, but no. 3 carried a picture of "Henry Cope, '69, Promoter of Cricket" on the front page and cuts have been a feature ever since. *The Haverfordian* generously welcomed *The Weekly*, not as a rival, but as a needed supplementary type of journalism. The March issue of *The Haverfordian* said: "We wish to congratulate *The College Weekly* on its racy and inclusive chronicling of current events in the college. It

seems to be filling a long felt want with marked ability." President Sharpless was absent on an extended tour in California when the new venture was made, but he wrote warmly approving it as soon as the first number reached him: "I congratulate you on its success. I see a good place for your paper."

As is sure to happen with all such enterprises, this weekly paper at Haverford has fluctuated in the quality of its work and its wisdom but it has through all the successive years played a significant rôle in the life of the college and in the affairs of the alumni. In 1914 the name was changed to *The Haverford News*. There have been among the editors some who have showed a marked degree of journalistic gift and the weekly sheet has exercised a decided influence.

The Infirmary

It has not seemed wise to give in this History a detailed account of the origin and construction of the different buildings which stretch over the campus, but there are unique circumstances connected with the building of the Infirmary that call for special attention and comment. The old Infirmary in the top of Founders Hall is still a harrowing memory to white haired alumni who dragged out weary hours there under the old régime. Just before the new era began a student with a broken leg was compelled to pass a desolate vacation in the ancient quarters under unhappy circumstances and that calamity accentuated the crying need of a proper home for the disabled. It proved to be the darkest moment before the dawn.

President Sharpless took the lead in initiating the movement for providing suitable quarters for those who were ill, and adequate care of them while they were *hors de combat*. Dr. Babbitt's judgment and insight were important and essential factors at every stage as the plans developed. Dr. Babbitt called together the Athletic Cabinet at his house to counsel with the student committee in the formation of plans and all the allied forces pulled in unison toward the desired end.

President Sharpless, with his usual flair for the right person to manage an undertaking, in the winter of 1911 asked David S. Hinshaw, '11, Editor of the *College Weekly*, to organize a committee of undergraduates to secure the funds for building an Infirmary and for helping toward the support of a trained nurse. David Hinshaw wrote an editorial for *The Weekly* explaining the project and the undergraduate committee went to work to gather the necessary money which came at first very slowly. The students themselves subscribed \$500 and that generous attitude thawed out the frozen pockets of the alumni and the funds began to accumulate. Hinshaw in his zeal for the task of which he was student leader attended only one class for a period of three weeks while he was organizing and directing the campaign.

One memorable evening Hinshaw went off alone to solicit a contribution from John T. Morris of Philadelphia who had been a Haverford student for two years, entering in 1863, and who was for two short periods a Manager of the college. The visitor came as an unknown student without any introduction and was met with a plain lack of interest on the part of John T. Morris, who declined to subscribe. "How would you feel, Mr. Morris," Hinshaw significantly remarked, "if you were far from home and were taken unexpectedly ill?" It happened that John T. Morris had a short time previously been taken seriously ill when on a journey around the world and the remark touched a very sensitive spot in his memory. He opened the whole subject again, listened to the full story of the students' plans, asked many questions and before Hinshaw left his house that evening, John T. Morris had promised to give the full amount needed to build and equip a new Infirmary. The building was to be erected in memory of his two brothers, James T. Morris and Isaac W. Morris. The gift was given with the condition that \$15,000 should be raised as an endowment. The students' committee raised \$10,000 of the amount and President Sharpless secured the other \$5,000.

When T. Wistar Brown, President of the Corporation, heard the story of David Hinshaw's successful efforts, he said, "I had

intended to give \$500 but now I will give any amount required to bring the subscriptions up to \$10,000." With his usual desire to see everything done exactly as it should be done and with a large spirit of generosity, John T. Morris saw to it that the Infirmary was built and equipped. He wrote to the editor of *The Weekly*: "After you have gone out and successfully overcome the obstacles to be met in this cold, busy but beautiful world of ours, you will come back to visit the college. And when you see the Infirmary which we are building there, you can say to yourself, 'I did that for the sick and the wounded of Haverford College.'" Facing the memorial tablet in the front hall is another striking tablet with an inscription adapted from the Journal of George Fox. It reads as follows: "I saw that there was an ocean of darkness and death but an ocean of light and love flowed over the ocean of darkness. In that I saw the infinite love of God."

Dr. Babbitt's mind and hand were everywhere in evidence in the architectural plans and in the selection of equipment as well as in the working out of the system of care and management of the finished Infirmary.

Societies of Honor

Quite naturally some Haverford men had from time to time felt a desire for some type of college fraternity to link the students together into closer fellowship and to bind the undergraduates and alumni into more intimate relations. The policy of the college was, however, strongly opposed to existing types of fraternities in American colleges. After much discussion, conference and study, two rather unique and novel societies came to birth in the early nineties with the approval of the President and the faculty. They were named "The Beta Rho Sigma Society" and "The Triangle Society." The Beta Rho Sigma began in 1894 and the charter members were William Henry Bettle, '96, Samuel Middleton, '96, M. Warren Way, '96, Thomas M. Chalfant, '97, Francis B. Jacobs, '97 and William G. Rhoads, '97. The undergraduate membership is limited to six members of the senior and

junior classes. In all 171 members had been elected when this was written, of whom 157 are living.

The Triangle Society held its first meeting for organization in the winter of 1892. The charter members were five students from the class of 1895 when they were freshmen. They were: Charles Howland Cookman, William Goodman, Erroll Baldwin Hay, Harry M. Miller and Allen C. Thomas. The first initiate after the founding was Joseph S. Evans, Jr., also of the class of 1895. Up to June 1930 there have been 200 members of whom 185 are living. The Society holds monthly meetings. It has published a history of its members and events.

In the winter of 1898 the first step was undertaken to create a chapter of the Phi Beta Kappa Society at Haverford. There were at the time four professors who were members of that Society from the universities where they had studied. Francis B. Gummere, a member of the Harvard Chapter, William C. Ladd of the Brown University Chapter, Wilfred P. Mustard of the Johns Hopkins Chapter and Albert E. Hancock of the Wesleyan University Chapter. These men became the incorporators of the Haverford Chapter which was named the "Zeta Chapter of Pennsylvania." A number of Haverford graduates were selected from the previous classes on a basis of scholarship and distinction and they with the four incorporators formed the original membership of the Society. The Zeta Chapter owes an enormous debt to its two secretaries, Professor Wilfred P. Mustard and Professor Legh W. Reid who have steered it through all the years of its existence at Haverford.

In 1914 another quite unique Society was founded at Haverford. The idea took shape in the mind of Joseph M. Beatty, Jr., '13 while he was studying in the Graduate School at Harvard. It was a plan to give a mark of honor to men who had won distinction in more than one field of activity. The name first selected for the new Society was "The Owl and Gridiron" but the one finally selected was "The Founders Club." The members were to be selected on a basis both of scholarship and demonstrated lead-

ership. The election is automatic when a student has attained an average in his studies of 83 percent for the sophomore and junior years and has shown his leadership by holding positions of importance in college activities. There must be leadership in at least three types of college activity so that no one could enter without the mark of being an all-round man. The aims and the scope of the Society are presented each year to the incoming freshmen at a public gathering and an annual Society Banquet is held for a union of the old and the new members. The Club has aroused a large amount of general interest and it has quickened the ambition of the college students.

The Campus Club has for many years devoted its energies to the preservation and increase of the beauties of the College Campus. As a leader in this activity Edward Woolman, '93, has shown real genius as well as generosity.

A New Epoch for the College Library

At the turn of the century (1900) there were about 37,000 volumes in the Library. A new system of classification and cataloguing was adopted in 1899,—the Rowell System—and the task was slowly accomplished. When Roberts Hall was built in 1902 the old audience room in Alumni Hall was turned into enlarged quarters for the Library, a south wing for books having been already built in 1898 in memory of John Farnum Brown. A fire-proof stack was added in 1912. Meantime funds for the Library were steadily accumulating. The original Mary Farnum Brown Fund for books which was \$20,000 was frequently added to by T. Wistar Brown until it had reached \$80,000 by 1916. One-fifth of the income of this fund is to be spent on books to promote Christian Knowledge and is usually known as the "C. K." fund. In 1909 the William Jenks Collection of bound volumes of early Quaker Tracts—the best collection of its kind in America—was presented to the college Library, with a fund of \$5,000 to continue the purchase of important Quaker books. There are 1500

titles in the Jenks collection and each tract is separately bound in half-calf or morocco.

Many books and tracts from the rare collection owned by Charles Roberts, '64 were obtained for the Library in 1918, increasing the Quaker books by about 1000 volumes. The Charles Roberts Collection of Autographs is one of the finest in America and is of very great value. It was presented to the college by Lucy B. Roberts, the widow of Charles Roberts, and is housed in the fire-proof section of Roberts Hall. There are in this collection over 11,000 letters, papers and manuscripts from a large variety of persons of distinction.

In 1914 a gift of \$20,000 was made to the Library by Parker S. Williams, '94 in memory of his wife, Mary Wistar Brown Williams, the income to be used for the purchase of books in art, history and literature. About the same time \$20,000 more was added to the Mary Farnum Brown Fund. In 1916 the sum of \$7,000 was added to the Library funds through the legacy of Anna Yarnall and with the sale of her real estate, \$175,000 more accrued to the Library account. The college Library has become the fourth largest institutional library in the State of Pennsylvania with a present total in 1932 of 120,000 volumes, about 19,000 volumes of which are taken out annually by professors and students.

Helen Sharpless was appointed Acting Librarian in 1914 on the retirement of Allen C. Thomas. In 1920 Dean P. Lockwood, Professor of Latin, was made Librarian and he has served until the present time. Rayner W. Kelsey, Professor of American History, has since 1922 been curator of the Quaker Collections in the Library. He has made an alphabetical index file of all deaths recorded in *The Friend* (Philadelphia) from 1827 to the present time and he has done the same for those listed in *The Friends Intelligencer* from 1842 to the present. It makes a list of 36,000 names. The collection of Quaker books, tracts, pamphlets and periodicals is the largest and most important for historical research of any in America. It received in 1929 the extensive files

of correspondence, the publications, photographs and accumulated documents of the American Friends Service Committee during the ten years of European Relief and Reconstruction from 1917 to 1927.

The Graduate School

In the year 1906 T. Wistar Brown began to create a fund for promoting graduate study at Haverford College. He consulted no one about his plans except Asa S. Wing, the Treasurer of the Corporation. He frequently made additions to this fund and at the time of his death in 1916 it had reached the large amount of \$372,821 and has grown considerably since that date. It had been named in the Deed of Gift, The Moses Brown Fund for a Graduate Course in Religious Study. He had been for some years especially interested in the teaching of Biblical Literature, Philosophy, Psychology and kindred subjects. In 1900 he had started a fund called the John Farnum Brown Fund for Bible Study and Religious Teaching, which at the time of his death amounted to \$281,000. Moses Brown, for whom the Graduate Fund was named, was T. Wistar Brown's father, born in Dover, New Hampshire in 1793 and a distant relative of Moses Brown of Providence, Rhode Island, after whom he was named.

After his resignation in 1917, President Sharpless was appointed Dean of the new Graduate School which was called the T. Wistar Brown Graduate School. It was housed in the spacious former home of Jane Bispham on the College Lane and a small faculty, largely composed of college professors, was selected. It is a notable fact, that for one semester of this early period, George Herbert Palmer of Harvard University was resident Lecturer in the Graduate School.

The program of studies included: Philosophy, Biblical Literature, History, Sociology and Economics. The school, for the first ten years, was open to both men and women and the graduate students were drawn largely from the Quaker colleges of the west and south. After the death of President Sharpless the school

was administered by President Comfort, assisted by a committee of the Board of Managers and by the members of the Graduate faculty. Professor Elihu Grant was appointed Director of Studies and he and his wife, Almy C. Grant, were its resident wardens. The school, during its first ten years, performed a very real service and trained a number of persons who have made and are making a valuable contribution to the life and thought of the Society of Friends and to other religious bodies and activities. Most of the students who attended the school from 1917 to 1927 received Masters degrees.

In 1927 the plan of administering the Moses Brown Fund was changed and a new system adopted. The distinct Graduate School came to an end and eight scholarships of \$600 each were set apart for graduate study in the college itself. This new plan has brought some excellent men to Haverford from other colleges and work of a high order of merit has been and is being done on this Foundation. One-tenth of the income of the Moses Brown Fund must by terms of the gift be added each year to the principal, so that some day in the future this will become a very significant sum.

Honors Work at Haverford College 1898-1931

Haverford has been in the forefront of the movement in American colleges to raise the quality and type of intellectual work from standard requirements for a degree to a higher order of level, distinguished by the title of "honors." It was directly or indirectly the influence of Oxford University that led to the adoption of a distinction between the ordinary degree and the one achieved by the addition of special creative work of the honor-type. A brief history of the stages of progress will perhaps interest the reader and will indicate that Haverford was one of the first American institutions to inaugurate this type of work.

Although it is evident from the Minutes of the faculty that for many years students were ranked according to their marks, the first public announcement of any distinction between the gradu-

ates seems to have been made on the commencement program of 1883 or 1884 when one graduate is named as "First Scholar in the Classical Section" and one as "First Scholar in the Scientific Section." This custom appears to have continued until 1891.*

At the faculty meeting of October 2nd 1891, President Sharpless, who had been absent abroad on leave during the session of 1890-1891, "laid before the faculty an outline of a scheme of an Honor System which after discussion was unanimously adopted." This system was as follows:

"For the purpose of Honors, studies are to be divided as follows:

- I. Ancient Languages and Literature
- II. Modern Languages and Literature
- III. Mathematics, Physics and Astronomy
- IV. Chemistry and Biology
- V. History, Philosophy and Political Science

Students who are to be candidates for Honors shall elect from one group at least five hours per week during the junior year and eight hours per week during the senior year and shall make announcements of candidacy at the beginning of the junior year. First and second Honors may be given, dependent on the judgment of the professors immediately interested, the award to be decided by special examination or otherwise.

"Honors shall be announced at commencement and in the succeeding catalogue."

Graduates of the class of 1892 were the first recipients of honors under this system. This remained unchanged until 1899 except that in 1894 the designations "First Honors" and "Second Honors" were changed to "Highest Honors" and "Honors."

In 1898 the faculty of the college took the whole question of

* I have been unable to find any mention of this distinction in any catalogue but it appears on the commencement programs for the years 1884 to 1887 inclusive. On those for 1878 to 1882 inclusive the speakers and their subjects are given which include the entire list of graduates. These programs are in the old minute book, that for 1883 being missing. I have been assisted in this section by Professor Legh W. Reid.

Honors under review in the light of the experience that had accumulated during the years since the system was adopted. A committee consisting of Professors Morley, Mustard and Gummere was appointed to study the problems involved in Honors work and this committee was requested to draft a plan for future consideration. The draft proposed by this committee was extensively discussed and amended by the faculty and was finally adopted at a meeting on November 13, 1898. The plan was as follows:

"For the purpose of honors, studies are divided into the following groups:

- a. Literary Group. The Greek, Latin, German and French languages, English Literature, history, philosophy and political science.
- b. Scientific Group: astronomy, biology, chemistry, engineering, mathematics and physics.

Candidates for honors shall elect from any two studies in one of these groups at least five hours a week during the junior year and eight hours a week during the senior year, and shall announce their candidacy at the beginning of the junior year.

'Highest Honors' and 'Honors' may be given, dependent on the judgment of the professor in charge. The decisions will be based on special examinations, or on the character of the daily work.

Honors will be announced at commencement and in the succeeding catalogue."

No change was made in this plan until 1910 except that in the catalogue for 1900-1901 the following sentence is added:

"'General Honors' are awarded for a general average of ninety percent or over during the senior and junior years."

This seems, however, to have been merely publishing a thing which had been done since 1892 and which superseded the designations of "First Scholar" in the "Classical Sections" and in the "Scientific Sections." This award of "General Honors" continued until 1912, members of the graduating class of that year being the

last to receive it. It was entirely distinct from the Honors awarded under either of the plans just described.

In the plans both of 1892 and 1899, honors were awarded only on graduation and only upon work done in the junior and senior years. One fault in this system was obvious. It offered no incentive to students in their freshman and sophomore years. Attention being called to this, a committee, consisting of Professors Baker, chairman, Mustard and Reid, was appointed at the faculty meeting of January 10, 1907, "to consider and report upon the subject of second year preliminary honors."

During the next two years a large amount of work was given by members of the faculty to the clarification of this interesting but complicated matter. In 1909 a committee consisting of Professors Reid, chairman, Palmer and Baker slowly developed an honors system which was presented to the faculty meeting on May 27, 1909 and adopted pending the approval of President Sharpless who was absent. This important report was as follows:

- "1. The present regulations regarding the award of honors are abolished.
- 2. Hereafter honors will be awarded only in departments which prescribe honors courses.
- 3. Honors courses are of two kinds:
 - a. A regular course plus an amount of extra work equivalent to a one hour course.
 - b. A course of an advanced nature taken only by men having a special interest in the subject.
- 4. Honors shall be of three kinds:
 - a. Honorable mention to be awarded for work in a single honors course covering not less than two hours work throughout a year, plus additional work equivalent in amount to a one hour course.
 - b. Preliminary honors to be awarded for not less than two years work in the honors course of a single department.
 - c. Final honors to be awarded upon graduation for work in a single department.

5. a. Candidates for Honorable Mention must obtain the grade of A in the regular work of the course and pass creditably an examination upon the additional work.
b. Candidates for Preliminary Honors must obtain a grade of at least B in all courses required for such honors and a grade of A in such of these courses as are taken in the year in which they are candidates and have passed creditably examinations upon all additional work.
c. Candidates for Final Honors must have taken honors courses amounting to at least eight hours in the department in which they apply for honors, at least six of these hours being in the junior and senior years. They must in all of these courses have obtained a grade of at least B and in those taken in the senior year a grade of A, and must have passed creditably examinations on all additional work.
6. In counting hours of honors work the honors courses in class (a) are counted as of the regular number of hours scheduled; that is the additional hour is not to be counted.
7. Each department shall specify the courses required for Preliminary Honors (if offered) and for Final Honors.
8. Candidates for both Preliminary and Final Honors must apply in writing to the Dean before November 1st of the year in which they are candidates, stating the work already done towards such honors and that which they propose to do.
9. There shall be three grades of Final Honors: Honors, High Honors and Highest Honors. The requirements for High Honors will be of a more exacting nature than those for Honors, and Highest Honors will be reserved for very exceptional cases.
10. These regulations shall go into effect September 1909. Members of the class of 1910 may become candidates for Final Honors under either the old or the new rules."

At the faculty meeting of October 14, 1909, "upon request the committee on Honor Regulations is continued for the purpose of elucidating certain of the requirements." At the meeting of October 28, 1909, the committee reports certain recommendations, modifying the requirements for honors in the case of members of the classes of 1910, 1911 and 1912. At the meeting of December

16, 1909, President Sharpless was added to the Committee on Honor Requirements for revising the rules for publication in the forthcoming catalogue. The revised regulations appeared in the catalogue published January 1910 as follows:

Honors

1. Honors are awarded for excellence in the studies of single departments. They are never given merely for performance of routine work in courses, but a considerable amount of extra work is demanded in every case.
2. Honors are of three kinds:
 - a. *Honorable Mention* to be awarded for work in a single course, meeting not less than two hours per week throughout a year, plus additional work to the total amount of not less than 75 hours. Candidates for Honorable Mention must obtain the grade of A in the regular work of the course and pass creditably an examination on the additional work required.
 - b. *Preliminary Honors* to be awarded at the end of either sophomore, junior or senior year for not less than two years work, amounting to six hours a week in the courses of a single department, plus additional work to the total amount of not less than 150 hours. Candidates for Preliminary Honors must obtain a grade of at least B in all courses required for such honors and a grade of A in such of these courses as are taken in the year in which they are candidates and must pass creditably examinations on the additional work required.
 - c. *Final Honors* to be awarded upon graduation for work in the courses of a single department, plus additional work to the total amount of not less than 250 hours. Candidates for Final Honors must take courses amounting to at least ten hours in the department in which they apply for honors, at least six of these hours being in the junior and senior years. They must in all of these courses obtain a grade of at least B, and in those taken in the senior year a grade of A, and must pass creditably examinations on the additional work required. There are three grades of Final Honors: Honors, High Honors and Highest Honors. The requirements for High Honors are of a more exacting nature than those for Honors, and Highest Honors are reserved for very exceptional cases. Both

High Honors and Highest Honors are awarded only by special vote of the faculty.

3. Students entering with advanced standing may offer work done elsewhere towards satisfying the requirements for Preliminary Honors or Final Honors.
4. A student who has received the prescribed grade in the regular work of a course required for honors, but who has not done the additional work required in connection with such course, may, with the consent of the professor in charge, make up this deficiency in a later year, but in the case of Final Honors all such deficiencies must be made up by the end of the junior year.

To make clear the significance of the requirements of 75, 150 and 250 hours of honors work for Honorable Mention, Preliminary Honors and Final Honors respectively, it should be said that 75 hours represented the normal amount of time to be expended by a student on a course, meeting one hour per week; that is 30 hours of recitations or lectures and 45 hours of preparation.

When this system of granting honors was adopted, the number of hours per week that a class met in a given course varied from one to four. Three hours per week was taken as the average, which gave 25 hours of honors work per hour of course, this leading to the above numerical requirements for the three grades of honors. This form of expression of the requirements was found to meet best the needs of the various departments in estimating the time that a student should be expected to devote to honors work in addition to preparation for his required courses. In all cases the work done was to be supplementary to the work of his required courses and of a more advanced nature.

It is not easy to overestimate the importance of this new step, which was taken in 1909, in stimulating the freshmen and sophomores to begin at an early stage to bring their scholarship up to the highest grade of which they were capable. It at once became the custom for professors who were teaching freshmen to arouse the individual members of their classes to start from the very beginning of their life in college to do work of honors type. Nine

students received "Preliminary Honors" in 1910, the year that the new system was inaugurated. The highest number of students to whom this distinction has been awarded in any one year was seventeen in 1924. During the twenty years between 1910 and 1930 one hundred and seventy-one students have received Preliminary Honors.

A much larger number of students have received Honorable Mention, this being granted, as the reader will remember, to students who have attained the grade of A in the regular work of the course, and who have done additional work amounting to not less than 75 hours for the course. The highest number of students to whom this distinction was awarded in any one year was twenty-four in 1929. Three hundred and thirty-one students have received the distinction during the period of twenty years. The total effect of this stimulus to achieve distinction in scholarship in the early period of college life has beyond question been to raise the intellectual quality of the work done during the entire four years. The range of studies in which the extra work has been done by freshmen and sophomores is very large, covering practically every field open to the men in these two classes.

Since the adoption of this plan for granting honors, there have been only three changes. In 1921 the following resolution was passed by the faculty:

At the time of the award of Honors there shall be added to the general average for the year of each student receiving Honors, one-half of one percent for each award of Honorable Mention, Preliminary Honors or Final Honors. In any given year only one such addition may be made to a student's grade for work in any one subject.

Until this resolution was adopted, honors work counted nothing towards graduation although it had been given great weight in elections to the Phi Beta Kappa Society.

In 1922 the clause "students entering with advanced standing may offer work done elsewhere towards satisfying the requirements for Preliminary or Final Honors" was repealed.

The most important change is that made at the faculty meeting of June 9, 1927 when the following was proposed by the Curriculum Committee and adopted:

Seniors who are candidates for Final Honors, if their work has been well above the average for the first three years, may be permitted, on recommendation of a member of the department in which Final Honors are being taken, and by vote of the faculty, to take only four scheduled courses in order to have more time for such work as may be required for Final Honors. The total work of the senior year shall not be less than the equivalent of five full-year courses plus the usual work required during the senior year for Final Honors.

Beginning with the year 1931, each senior must take a special examination, of the comprehensive type, in his field of major concentration, preceding the final examination period. He must previously have pursued at least three full-year courses in his major department and such other work as the professor in charge of his major subject may require. Each student at the end of his sophomore year must select under guidance his field of concentration and must indicate both his major and supporting courses and have the general approval of the department in charge of his major work.

CHAPTER XVI

HAVERFORD IN SONG, DRAMA AND MUSIC

WE LOOK back with mild pity on the generations of Haverford students who were deprived of the joy of music and art. The strong anti-aesthetic bias in the minds of the Quaker Founders and the early Managers was, I think, an unmitigated misfortune. They loved to see a beautiful campus and they had an eye for beauty in landscape, architecture and external nature, but they severely excluded art and music from any place in the sphere of culture. It is one of those instances in which ignorance mounts a theory and rides it straight in the face of facts. Music was believed to be "a waste of time." It had no function in this world of practical affairs. It was, moreover, "a danger and a snare." It was associated with the dance hall and the stage, and was likely, it was assumed, to draw those who indulged in its charms away from the paths of robust rectitude into a frivolous life. This attitude was a relic of Puritan days and strangely enough became entrenched in the Quaker mind which in most respects was generously liberal.

There was a period in Quaker history during which the Friends themselves forgot that they represented a free spiritual *movement*, and instead conceived of themselves as a "peculiar sect," set apart from the world to guard and preserve certain inherited views and practices. This attitude of "peculiarity" gave an element of sternness and narrowness to the leaders of the Society. Music and song had been tabooed in the early Quaker period because they were associated with ways of life that seemed

too loose and frivolous, and when once the attitude became "fixed" it continued without further consideration or examination. When once the flag had been raised, it seemed like "surrender" to pull it down. Fortunately the mellowing years brought wisdom and the ideals of culture widened out to include "everything civil, useful and beautiful in creation," to expand slightly George Fox's noble phrase.

There can be no doubt, however, that at some periods of the history of the college there were gifted students who suffered severely from the privations and from the limitations that were imposed by the narrow theory then in vogue. David Scull Bispham of the class of 1876 was one of the most musically gifted students that have ever attended Haverford and to him the restraints in this direction were hardly less than tragic. He has reported how he and his zither "were banished in melancholy tunefulness from the college precincts" and how he "sought sanctuary for daily practice in the Haverford Railway Station!"

It was hardly less than maddening for a person of his rare gifts and ambitions to be compelled to cut out of his life the most precious part of it and one feels grateful for the generous spirit in him which kept his love and loyalty to his college so warm and intense in spite of the narrowness which still prevailed in his epoch. Almost every period since Bispham's day has seen more than one student finely endowed with musical gift and taste. Charles W. Baily, '85; Elliot Field, '97; Harry S. Drinker, '00; C. Linn Seiler, '02; Sigmund Spaeth, '05, and James McFadden Carpenter, '12 come at once to mind as splendid instances of both taste and gift.

The first Haverford Song Book was made in 1903. It was a happy idea to have David Bispham write the Foreword to it which he did in excellent style. He noted in his Foreword the "enormous advance" which this ably edited Song Book marked "in the true and intimate life of our Alma Mater." He commented on "the widening horizon" that has come with the passing of years. "There is," he insisted, "inherent in our human na-

ture, irrespective of and in spite of any sect or passing mode of thought, an underlying and all-pervading instinct which impels those so minded and so gifted to burst forth into song as the bird flies, to express in music a real emotion, to voice an actual need, which should by no means be resisted, but, on the contrary, carefully fostered and guided." This noted singer saw in the emergence of a Haverford Song Book the end of "the old régime and the ancient ban."

The editors of this venture were Elliot Field, '97, Ralph Mellor, '99 and C. Linn Seiler, '02. They had all three made distinct contributions to the list of Haverford's original songs, and their preparation of the Song Book was a stimulus to their successors, though new songs did not come to birth as rapidly as the authors hoped. The Book ran through three editions, 1903, 1912 and 1916 and has had a great place in the musical life of Haverford.

It is difficult to overstate the debt we all owe to Linn Seiler for the words and music of our best loved song, "For Haverford." There is a swing and power to it and a heart-gripping melody that have endeared it to every Haverfordian and have carried it "far ben," as the Scotch say, into the roots of our being. Elliott Field's "Football Song" has won a high place in the ranks of both students and alumni. It has a fine combination of punch and melody. Edward Evans' broadly humorous song on "Steaks and Chops at Breakfast" is another prime favorite. "Comrades" also written by Edward Evans and musically arranged by J. H. Redfield, '99 after the melody of Leslie Stuart, is in a class by itself, as it deserves to be. It is a gem and will remain so "as the years go rolling by." Elliot Field's "Ring Out the Good Old Song" has put us again in debt to him. At almost every turn of the leaves one comes upon a fine thing by Linn Seiler. It was he who arranged and adapted the beautiful song, "Upon the College Campus." He wrote the music for "Fair Haverford" and he wrote both words and music for "The Girl of My Dreams."

The Glee Club is older than the Song Book and was the musical nursery out of which the songs emerged. Like everything else

of a musical nature in the sterner days of Haverford, it had to make its way against odds, growing "strong through shifts and wants and pains." It was actually born in the autumn of 1887 and celebrated its survival and escape from death at the close of its first year at the commencement in 1888. It met for practice at the home of Professor Levi T. Edwards. I assume that Professor William C. Ladd who was brother-in-law to Professor Edwards, was a patron of the new-born Glee Club, though I have no documentary evidence of it. Professor Ladd who was Professor of French at the time was a great lover of music and possessed a good voice as well as a good ear and he was always keen to promote the cultivation of music in the college. At any rate Professor Frank Morley was the "father" of the Club. He was its first instructor and he led it on with both patience and inspiration. The project received scant enough encouragement "higher up," but with the assistance of the group of students who composed it, and the cooperation of Professors Edwards, Ladd and Morley it made its way. There were "quiet" concerts held for small college audiences during this first year and a year later a public concert was given with marked success. The Club was not allowed to practice at the college in its early period, but the members of it were compelled to walk to a place a quarter of a mile away for their preparatory work.

The Banjo and Mandolin Club was organized in 1889 and made its first public appearance with the Glee Club at its performance in April of that year. The audience the year before had been strictly confined to members of the college circle. The concert of 1889 was, therefore, the first "public" appearance of Haverford musicians. A year later, that is, in the spring of 1890 the Glee Club gave an entertainment in Alumni Hall with a successful programme and from that time to the present the work of the Glee Club has been a part of the regular life of the college. During the nineties, the Glee Club when it had a good tenor and occasionally the Banjo and Mandolin Club made short trips away from college, generally at their own expense.

The first play with home-made scenery took place in Alumni Hall in 1895-96. It was predominantly a Sophomore Play, though the seniors were very much in evidence. In the spring of 1898 the first Junior Play was given. Until this year of grace every junior was expected to give an "oration" as a part of the college requirement, so that on the occasion of this first Junior Play every member of the class had to say at least one line in the play! These first plays partook a good deal of the minstrel show type, without the usual color of minstrel performers. The year following this first Junior Play, that is in the spring of 1899, the first Haverford operetta was presented. It was "The Satrap" by J. Howard Redfield, '99. It was given for two nights at the Merion Cricket Club, permission to give it at the college having been refused. Soon after came the palmy period of Linn Seiler. His "Great T.T.T. Train Robbery" was given in 1902 and his "Ye Haverford Bandit" followed in 1903.

The first attempt at a Dramatic Club was made in 1902. The leaders of the new movement were Linn Seiler, '02, Ralph Mellor, '99, Marshall Scull and George Walenta of '01. Marshall Scull was at the time college reporter for the Philadelphia *Bulletin* and he wrote up a brief news item about the venture. The editor played it up on the front page with a head-line: "Quaker college turns to the stage!" Two newsboys appeared on the campus on Commencement Day, shouting this head-line in newsboy fashion. Whereupon President Sharpless sent for the "founders" of the Club and told them that the time was not yet ripe for their innovation. Haverford, therefore, went on for a season with its undergraduate written farces and musical shows. The last of the Junior Plays came in 1909. It more or less demoralized the college work of the class in its spring term of that year. It was a heavy financial drain on the members of the class and that type of play quite naturally brought faculty disfavor.

In 1910 the time at last seemed to be "ripe" for the suspended Dramatic Club. The Glee Club that year produced Linn Seiler's cantata, "The Big Match." In June a meeting was called by Chris-

topher Morley, '10, James Whitall, '10, C. M. Froelicher, '10 and others which resulted in the formation of "The Cap and Bells Club." The first year of the Club's life was a disastrous one. It gave as its first play "The Patient Philosopher." The Club took its play to West Chester and then to Baltimore where it "went on the rocks" financially. It incurred heavy bills for halls, for equipment and for travel and some of the bills were sent to the college and even to President Sharpless in person. This produced a thorough chill toward the Club on the part of the faculty. At the end of the college year the Club was reorganized with more power given to the alumni members and with higher dues. The ranking offices and a majority of places on the Executive Committee were given to alumni members with undergraduate assistants. Original music shows were dropped in favor of legitimate high-class comedies.

In the spring of 1912 with scenery both original and borrowed from the old Garrick Theatre in Philadelphia, the Club presented G. B. Shaw's "Dark Lady of the Sonnets," and Molière's "A Doctor in Spite of Himself." That same year they took over the control of the college musical clubs. The following plays have been given by the Club in successive years:

- 1913—"The Importance of Being Ernest," Wilde
- 1914—"Engaged," Sir W. S. Gilbert
- 1915—"Eliza Comes to Stay," H. T. Esmond
- 1916—"All of a Sudden Peggy," Ernest Denny
- 1917—"You Never Can Tell," G. B. Shaw. (Given up just before the first performance because of the declaration of war.)
- 1920—"Mrs. Bumpstead-Leigh," Harry James Smith
- 1921—"A Night at an Inn," Lord Dunsany
 - "The Mollusc," H. H. Davies
- 1922—"Mary Goes First," Henry Arthur Jones
- 1923—"A Successful Calamity," Claire Kummer
- 1924—"The Great Adventure," Arnold Bennett
- 1925—"The Boomerang," Victor Mapes and Winchell Smith
- 1926—"Captain Applejack," Walter Hacket
- 1927—"The Hottentot," Victor Mapes

In 1930 the Club started giving joint plays with Bryn Mawr College.

The Club was largely instrumental in getting the stage in Roberts Hall changed, although it is not yet equipped as it should be. Twice the Club has served as hosts to the Orpheus Club who, as its guests, gave concerts in Roberts Hall.

The Club has had professional coaches for the play since 1917 and for the musical clubs since the War. In 1930 the Club took charge of the college band. Among the better known members of the Club have been:

David Bispham, Maxfield Parrish, Christian Brinton, Dr. F. B. Gummere (who always acted as Toastmaster at the banquets in the good old days when the Old Guard wore evening dress at that event), James Whitall, Ralph Mellor, Harvey M. Watts, A. G. H. Spiers, Elliot Field and James Tyson Stokes.

In 1927 Music courses were introduced in the curriculum of studies and the old attitude toward this branch of human culture became only a faded memory. These courses were taught from the introduction of this department by a notable interpreter of music, Alfred Julius Swan. Two courses have been given each year since the work began, one on The History and Appreciation of Music and the other on Modern Music. There has been an enthusiastic response on behalf of the students to meet this opportunity and privilege and the time is now ripe for the introduction of corresponding courses in Fine Arts.

CHAPTER XVII

THE PRESENT ADMINISTRATION

THE problem which confronted the Managers in 1917 of choosing a man to succeed Isaac Sharpless as President was felt by everybody to be a major problem in the life of the college. The Managers took their task very seriously and faced the issues with searching of heart as to the ideals of the college and with careful critical study of the men who seemed at the time to be available for the responsible position of leadership. They finally selected William Wistar Comfort to be the new President.

He was the son of Howard Comfort, '70, who had been elected a Manager in 1880 and had efficiently served as Secretary of the Board from 1884 to 1908. William W. Comfort was born in Germantown, Pennsylvania, May 27th 1874. He prepared for Haverford at the William Penn Charter School and entered the college in 1890. He was president of his class in the junior year, president of the College Association in his senior year and president also of the Y.M.C.A. in the senior year. He was an enthusiastic cricketer all through his college period and will be for the rest of his life. He was a member of the First Eleven for his last two years in college. He took Honors in Modern Languages at graduation.

He was a graduate student at Harvard from 1894 to 1897 with the attainment of a Doctor's degree at the commencement of 1902. Following his Harvard studies he spent one year at Haverford as Instructor in Romance Languages. This year of teaching was succeeded by a long period of study abroad covering the

years from 1898 to 1901. There were not many Haverford men to be found who were more broadly and at the same time more deeply educated and prepared to be creative leaders of life and thought. From 1901 to 1903 he was Instructor and in 1904 he was made Associate Professor of Romance Languages. In 1902 he was married to Mary Lawton Fales of Lake Forest, Illinois. During the period from 1901 to 1909 he raised the Romance languages at Haverford to a very important place in the intellectual work of the college and he became generally recognized by the students as a teacher of distinction. In 1909 he was called to Cornell University as Professor of Romance Languages and Literature and Head of the Department.

His promotion was a signal honor and it was a clear recognition of merit, but it brought widespread regret in Haverford circles. Professor Comfort had not only revealed high qualities of scholarship but what was even more important, he had shown unusual gifts as a teacher. These gifts, though for a time lost to Haverford, went on growing and expanding during his eight years at Cornell. Here he was brought into a wide fellowship of scholars and he formed a large circle of friends. At Ithaca he became deeply interested in foreign students, especially Chinese students, and here was formed, or at least revealed in him, a strong international spirit and a natural spontaneous fellowship with these men of different lands. He had edited Calderon's *La Vida es sueño* while he was still at Haverford in 1904. In 1908 he wrote a *French Prose Composition* and in 1909 he edited *Les Maîtres de la critique littéraire au dixneuvième siècle*. He won wide recognition as a sound scholar, as a remarkable teacher and as the successful administrator of a large and important university department.

It was quite natural that attention should turn to Professor Comfort when a man of large caliber was being sought as the next pilot of the ship at Haverford. Fortunately there were other good men and the process of selection was by no means easy, but the Board in the end extended the call to this well-tested and

clearly proved scholar and teacher. He was elected at the meeting of the Board in January 1917.

The election came in one of the most critical moments in modern history, as America was being slowly drawn into the World War, and President Comfort came to Haverford to begin his task while the Unit of One Hundred was training on the college grounds for reconstruction work in Europe. The reception of his appointment was very favorable. *The Haverford News* gave a graphic sketch of his career and added these words of editorial appreciation: "The announcement of Dr. Comfort's unanimous election to succeed President Sharpless meets with very genuine approval among the faculty and alumni. Scholar, gentleman and thorough Haverfordian, he is highly respected and regarded as thoroughly competent for the position to which he has been appointed. A certain dignity and reserve serve to make his opinions doubly weighty, and his personality in man-to-man talks makes him a winner of warm friends." It was predicted that he would do his part toward "making the greater Haverford a better Haverford."

The Managers Report at the Corporation Meeting in October expressed the same faith and declared that the Managers "look forward with confidence to a successful administration by him of the important office which he has assumed." That was the prevailing note and the dominant attitude. In spite of the world chaos everybody believed that Haverford was setting forth on a new creative stage in its educational mission.

President Comfort was himself "matched with the hour." He came to his task with unfailing courage, with a well-developed plan of work and with a sense of mission. He showed from the outset that there was to be no lowering of the standards and that the great historic ideals of the college were safe in his hands. One felt from the first that he possessed intellectual honesty and moral integrity at the centre of his being. His early addresses showed that he had a clear sense of direction. He spoke to the students with a note of high conviction on all college problems. He also

soon revealed a rare and subtle sense of humor. There was dignity, sincerity and distinction in his morning talks to the student body and they could not miss the fact that he spoke as one having authority in his field. Educators soon took notice of the same thing. He has continued his teaching in French and is universally considered to be a teacher of the highest order of merit.

The University of Pennsylvania conferred upon him the Degree of Litt.D. and the University of Maryland gave him an LL.D. It quickly became evident that the college was being steered by one who was going forward by the same stars that had guided the earlier pilots of the ship. The strong religious strain in his life was felt at once and met a response from those who made up the college. The college Meeting during these years has had both depth of life and dignity of manner. The morale and the spiritual tone have been notably good. In a period which has seemed to many to be not only transitional but wayward, the Haverford life has been clean, manly and sound at the core. This has not been an accident nor has it happened of itself.

The President has carried on with no abatement the long-standing ideals of the college in athletics. They have never been allowed to determine or to mould the intellectual aims of the institution. There has been no sign of commercialism in Haverford sport during these years nor has there been any taint of professionalism. First things have steadily been put first. There has been a decided intellectual tonic and stimulus in the air of the place. The President has never suffered fooling gladly, nor has he given any encouragement to make mentally lame and lazy persons to believe that it would in the end be well with them! The prophet Amos and his vision of God holding a plumb-line in His hand may fittingly symbolize the spirit of this period toward any who may have expected to get away with slip-shod work.

It has been most fortunate for Haverford to have had at its head during these critical years, a man of sterling intellectual honesty and directness—with no shadow of turning. The tone of simplicity and sincerity, by which I mean absence of the spectacular

and advertising aspects, has been a wholesome and an impressive feature of the Haverford atmosphere. There has, too, been a clear and unmistakable quality of spiritual leadership, unobtrusive but no less real, which has been gratifying to all of those who are keen for the maintenance of supreme values.

President Comfort's occasional addresses and educational articles have carried a marked quality of style and content and have taken a place of distinction. He has been twice selected to represent the Trustees of Lingnan University at Canton, China, in important administrative matters at the seat of the University.

The high level of the administration is in no small degree due to the character, the high qualities and the faithful work of Dean Frederic Palmer Jr. Dr. Palmer began his constructive work under President Sharpless in 1908 so that he had already served nine years as Dean when the new administration began. I have already dealt with his work in the Department of Physics. Important as that has been, the contribution that Professor Palmer has made as Dean is even more important. He, too, like the two Presidents with whom he has worked, has had a noble respect for the august categorical imperative of duty and righteousness. He has had in his nature no sympathy for shilly-shally ways of life. He has uniformly expected his men to play the game of life by the best and most honorable rules of it. They always knew where he stood; he was not one person one day and another the next. He unwaveringly preserved the great verities of character and that made all the difference.

He was fair and square, just and intelligent. *There was a reason* for every position he took and as it was not capriciously taken it was not easy to shake him from it or to talk him out of it. His strong jaw, that every one remembers, set with real determination and held on with an interior force. But first, last and all the time the Dean was rational-minded and clear-sighted. His strong jaw was the jaw of a man who had wisdom and insight behind it. He was never "tied" to one side of an issue, and the knowledge

of that made his students feel that in the end they were *bound to get what they ought to get.*

It cannot be a small or unimportant matter that for three decades at Haverford, men were year after year getting from the decisions of the Dean almost without fail what they ought to have got and what they knew they ought to get. The strain was heavy and the work of the Department plus the work of the Dean's office was more than any man could safely carry, and the Dean's health almost cracked and broke under the load, but fortunately freedom from the double task came before it was too late. The honor and high morale of the institution through the last forty years of its history are in large degree due to the solidity of character and the honesty of purpose in the men who have had the most intimate and direct relations with the students. There is nothing students recognize more quickly than these straightforward qualities of character in the men with whom they have to deal, and the quiet steady effect has been marked.

In 1927 Henry Tatnall Brown, Jr., '23, after an excellent period of experience in the William Penn Charter School, came to Haverford as Assistant Dean; his especial sphere of responsibility being for the members of the freshman class. In 1929 he was raised to the position of Dean and entered upon a career of service which every one hopes will be a long one. In the autumn of 1932 Archibald MacIntosh was appointed Dean of the freshman class.

In 1910 Albert H. Wilson was called from Princeton to be Associate Professor in Mathematics. He quickly revealed qualities of scholarship and personal character that made him fit admirably into the life and work of the college. The students soon discovered his sound and solid traits of heart and mind and he became a distinct formative influence. He has taken on various occasions the tasks of the Dean's office, when the Dean has had a sabbatical leave or was absent for some other reason, and he deserves special mention as one of the factors in the formation of the spirit of these later years.

The year that President Comfort's administration opened, in 1917, William Edward Lunt, Ph.D. was appointed Scull Professor of English Constitutional History. Dr. Lunt was born in Lisbon, Maine and graduated from Bowdoin College in 1904. He took his Doctor's degree at Harvard in 1908. He taught at Harvard, Bowdoin and the University of Wisconsin and was called to be Professor of English History at Cornell in 1912. At the period when President Sharpless and President-elect Comfort were searching at home and abroad for a man to fill the position made possible by the generous bequest of the children of Gideon Scull, Dr. Lunt was finally chosen.

In 1916 Walter D. and Edith M. L. Scull, son and daughter of the late Gideon Scull of the class of 1843, made a bequest of about \$150,000 to Haverford College for the promotion of the teaching of English Constitutional History. President Sharpless went to England to consult with English historians and he also sought the advice of prominent American scholars. The lines converged in one direction and led straight to the man who was chosen.

There has never been any doubt that Professor Lunt was the right man for this important post. His wide learning, and his sound scholarship have been recognized at home and abroad. His teaching ability has been as clearly manifest as is his learning, and that combination is always a joy and privilege for students. Professor Lunt has uniformly stood for very high standards of work. He has done his full part in helping to produce the quality of distinction that marks the work of a Haverford student today.

Dr. Rayner W. Kelsey carried most of the work in history before the appointment of Dr. Lunt. Dr. Kelsey was called to Haverford in 1909. He took his Doctor's degree in the University of California with American History as his major interest. Since 1917 he has concentrated on that field and has become a recognized authority in it. He was made Associate Professor in 1911 and Professor in 1920. He has exercised a large degree of influ-

ence, not only on the students in his classes, but on the entire student body as well.

Dr. Kelsey has been curator of the rare and valuable autograph collection left to Haverford by Charles Roberts and housed in Roberts Hall: He has also been curator and editor of the extensive Quaker historical material in the college Library, at the present time more important for historical research than any other similar collection in America.

Dr. Elihu Grant was called to Haverford from Smith College in 1917 to be Professor of Biblical Literature. He has become famous for his excavations in Palestine where he has unearthed a series of civilizations in the mound that was once the ancient city of Beth Shemesh. The collection of pottery from Beth Shemesh contains many beautiful treasures and it is historically of great importance. Dr. John W. Flight was appointed Lecturer in Biblical Literature during the periods of absence of Dr. Grant and he has continued since as Assistant Professor in the same department.

Dean Putnam Lockwood, appointed Associate Professor in 1919 and Professor of Latin in 1922, and L. Arnold Post, appointed Instructor in 1917 and Assistant Professor of Greek in 1922, have maintained the high standards of the classics for which Haverford has been justly famous throughout its history. Dr. Lockwood has also been for many years librarian of the college Library which under his direction has been scientifically reorganized and recatalogued. Dr. John A. Kelly in German and James McFadden Carpenter in Romance Languages have been excellent teachers in modern languages. In 1932 Dr. Carpenter's work was ended by death. Professor Frank Dekker Watson has done notable work in the field of Sociology and Social Work. Dr. Edward D. Snyder, Austin Gray, M.A. and William A. Reitzel, an Oxford Rhodes Scholar from Haverford, have taught in the different departments of English and English Literature with brilliance and with a signal success. Dr. Snyder and Professor Reitzel are happily still carrying on their work with

marked success. For two years—1920 to 1922—Walter Swain Hinchman, '00, an excellent scholar, held the Francis B. Gummere Chair of English. In 1931 Dr. Leslie Hotson, who had won deserved fame through his sound scholarship and his quite extraordinary work of research was appointed Professor of English. He was appointed Francis B. Gummere Professor of English in 1933. John Goodwin Herndon, Jr. has done notable work in Politics during the later years of this period. Dr. Douglas V. Steere, an Oxford Rhodes Scholar and Doctor of Philosophy from Harvard University has been for five years Assistant Professor of Philosophy. He has made a distinct contribution both to the intellectual and spiritual life of the college.

The writer of this History has had the work in Psychology and Philosophy since 1893. For two years he carried two courses in English History and from 1902 to 1910 he taught Biblical Literature. He took on the course in Ethics for the senior class in 1902 which he has continued until the present time. He has for many years given a course in the Development of Christian Thought. During the last thirty-nine years he has taught every man who has graduated from the college. And it may be worth noting that during this entire period he has never lost a class on account of arriving later than the five minutes which is the period of grace allowed for both students and professors.

Professor Legh W. Reid has already been spoken of. The value of his work through the years calls for renewed emphasis. He has revealed high merit as a teacher and he has contributed to many lines of activity in the life of the college.

The most important thing which has been happening at Haverford during the eventful years since the war has been the steady progress of the college in those main matters for which colleges are founded and maintained. The quality of teaching has almost certainly been superior to that in any other period of the history of the institution. Parallel with that situation there has come, as one would expect would be the case, a growth in the general appreciation of Haverford's intellectual standards. The

results of the Carnegie Foundation's severe tests of the colleges and universities of Pennsylvania, which will be reviewed in the next chapter, have given Haverford men a very high ranking for scholarship and intellectual ability, and it is the judgment of many experts in education that Haverford occupies a place of distinction and honor among all the colleges of the country. The greatly increased part the students themselves have taken in all affairs that touch the life of the college is a notable feature of this later period. They are no longer passive and acquiescent recipients of what the higher powers in the faculty propose or dispose. They are an organic part of the whole college fabric. They share in its government and they are in vital touch with all its deepest interests.

Self-government in the college has been a thing of slow and unforced growth. It came into being by natural processes of development. President Sharpless in 1892 asked the members of the senior class for their opinion on the advisability of attempting the establishment of a self-government association among the students. The seniors at that period gave the subject deep and thoughtful consideration and at the time voted against the project. The inauguration of self-government was consequently postponed. In 1897 the freshman class petitioned to have their examinations held on an honor basis and to have entire control in managing any possible cases of cheating. The experiment was allowed and immediately proved to be a success. It was quickly taken up by all the classes in succession and the honor method in examinations has ever since continued with student responsibility and faculty approval. President Sharpless reported in 1906 that the students required very much less "governing" than formerly was the case. "One by one," he declared, "as conditions have ripened for them systems of self-government have been adopted." He proceeded to say that "the absence of restrictions on student conduct has led to a development of the feeling of responsibility for the morals and discipline of the college and has resulted in the lessening of friction, the increase of faculty influence and more efficient govern-

ment." Self-government thus came by gradual steps and stages, and consequently when it finally was adopted it had the solid backing of the President, the faculty and the student body.

The Students Self-Government Association is one of the most important aspects of college life and the leader of its Council is a person of decided significance in the Haverford community. The succession of these Council leaders from year to year forms an essential part of the intimate history of the college. A list of these men will be given at the end of this chapter.

One of the important events of this period, an event already referred to, was the change recommended by the Managers in 1930, that for the future the By-laws of the Corporation shall be changed so as to admit to full membership in the Board four alumni who are non-Friends. The alumni have long desired to have this privilege granted to them and the decision has been hailed by them as a step forward. It will be an achievement of that type if it draws into the management of the college the wisest, the ripest, the soldest men that the college produces among its alumni. It will, however, be well for all who have the future of this institution in their keeping to remember that the spiritual quality which its Quaker founders created here, and which has been guarded and expanded with the years, is one of the most precious assets that the college possesses; it is, in fact, the basic reality of the invisible college that we all love, and it must be kept as the consummate thing that makes Haverford so unique.

Presidents of the Student Association

1901—William Edward Cadbury	1909—Reynold A. Spaeth
1902—Alexander C. Wood, Jr.	1910—J. D. Kenderdine
1903—Otto E. Duerr	1911—L. Arnold Post
1904—C. N. Sheldon	1912—Kenneth A. Rhoad
1905—Arthur H. Hopkins	1913—Norris F. Hall
1906—J. D. Philips	1914—Herbert W. Taylor
1907—A. E. Brown	1915—Felix M. Morley
1908—Edwin Wright	1916—W. M. Allen

Haverford College

1917—Hugh E. McKinstry	1925—W. D. Rogers
1918—A. H. Tomlinson	1926—J. H. Marshall
1919—Thomas McConnell	1927—W. F. Webster
1920—Harry C. Hartman	1928—J. Tyson Stokes
1920—Chester A. Osler	1929—Thomas C. Gawthrop
1921—John R. Hoopes	1930—Bradford S. Abernethy
1922—C. M. Snader	1931—K. R. Katz
1923—H. Tatnall Brown, Jr.	1932—Thomas I. Potts
1924—Philip G. Rhoads	1933—Henry Scattergood

CHAPTER XVIII

THE HAVERFORD THAT IS TO BE

THE history of the past is the only solid assurance we can have for plotting the curve of the future. Some one has wisely said that if a story is to "end well" it must *begin* in such a way that it *can* end well. Conclusions must not be "shot out of a pistol." They must emerge out of what already has been. The new Haverford of the second century will of necessity be built on the foundations of the Haverford whose history we now know. The past is secure. The ground has been well prepared and the pillars for an enduring structure have been laid in wisdom and in sincerity.

It happens that the turn of the century in the life of Haverford has come at the moment when American education is undergoing the deepest heart-searching it has ever received. We are passing from an implicit stage of nurture and culture to an explicit stage. We are endeavoring now to see where we are going before we go. For four months in the academic year of 1930-1931, twenty-seven members of the Haverford faculty worked with fidelity and patience at the task of the revaluation of the methods, the aims and the ideals of the college. Advice and counsel were sought from the most important leaders of higher education in America and a number of colleges of the general type of Haverford were studied for lines of light and guidance. These months of intensive research culminated in a remarkable "Pre-centennial Day" gathering at the college on April 18th 1931, when the new plans and program were interpreted to a large assembly of alumni and friends.

It proved to be one of the most impressive and one of the most

significant events in the life of the college. President W. W. Comfort in an admirable address interpreted the new aims and proposals. President A. Lawrence Lowell of Harvard University gave a constructive address on "Higher Education in America Today" and President Thomas S. Gates of the University of Pennsylvania, a former student at Haverford, dealt with the mission and function of "The Small College." The fundamental tasks and issues of American higher education were nobly interpreted in all three of the addresses. These were attractively printed in a booklet and were broadcast from coast to coast for the entire country to hear.

One of the most important aspects of the new program is the emphasis put upon the selective process under which admissions of students will be made to the college. Each applicant will, as formerly, be tested intellectually by the College Board Examinations, but that will be only one of many ways of discovering fitness for entrance. The judgment of the head-master and of other experts in the applicant's preparatory school will be sought and carefully considered. A thoroughly trained member of the faculty, conversant with the intellectual standards of the college, with its aims and ideals, will visit the students who are preparing for Haverford. He will study their aptitudes, habits and character and will assist them to follow the right lines of preparation. It is expected that all prospective students will either visit the college themselves before they are admitted, or will be visited by some one who is a capable exponent of the selective process. The aim of the selective work is not to secure intellectual giants or rare geniuses, not to have a college made up of mental prodigies, but to secure men who are intellectually alert, keenly interested in the pursuit of truth and in an enlarged scope of life, and who are able to carry on their studies from stage to stage in a responsible way and with potential capacity to do work of honor grade. It is the general belief of those who have been engaged in the formulation of the program for the future that the best results both in terms of life and in terms of scholarship can be at-

tained in a college that is genuinely a small college, and the present number of three hundred men is almost universally approved as the ideal number. There will probably be in addition to the three hundred undergraduates twelve or fifteen graduate students working for a second degree under the conditions of the "Moses Brown Foundation" for graduate study. Here in this beautiful setting of trees and fields and lawns these three hundred and fifteen selected men will have an opportunity to work out a unique educational experiment.

One of the features of the experiment will be the strong emphasis put upon concentration in the field of study and upon the honor quality of the work. *Every student will be a potential honor student.* There is a good degree of evidence that the student body is already composed of men a large proportion of whom are capable of sound scholarship. In both of the tests given to the students in forty Pennsylvania colleges by the Carnegie Foundation, Haverford students—in the first instance in 1928 seniors, and in the second instance in 1930 sophomores—took first place by a long lead. In all the psychological tests so far given by the American Council on Education to freshmen in American colleges Haverford has won first place. About thirty thousand freshmen in over a hundred and thirty colleges of the country were included in these tests. Colleges have their rhythmic rises and falls, and high levels cannot always be expected in any one institution, but the quality of scholarship already attained is a happy augury. Haverford has already had out of its student body no less than nine Rhodes scholars at Oxford.

The freshman year, under the new plan, will include a sufficient variety of courses to make the students' education genuinely *liberal* and at the same time to test his mental aptitudes and to give him the essential tools for effective work as he progresses to more advanced stages. Before this year is finished he will be expected to have settled the general division in which he will do his major concentration work for the future. The sophomore year will be a continuation under expert guidance of the

mastery of intellectual tools, of the deepening of scholarly interests and of the differentiation of the specific field of concentration.

The junior year will mark a "great divide" from the introductory and preparatory stage of higher education to mature and scholarly concentration upon a chosen field of labor. Individual guidance and small conference-group classes will replace the old pouring-in method by lectures. Each student will pursue his own individual line of study under his guiding professor with frequent critical contacts with a small band of kindred students and the professors who are experts in his field.

For a quarter of a century there have been honor men at Haverford working with more or less concentration and aiming to acquire a peculiarly high grade of scholarship. The new epoch now proposed calls for a whole student body composed of men who have such an end in view. Honors at commencement will be awarded to all students who have done distinguished work in their chosen field of concentration. Education under this plan becomes an individual business, with a high degree of autonomy and with large opportunity for kindling the mind with creative interests. It calls for an enlarged faculty in the college, for highly trained teachers, for a definite quality of intellectual leadership and for an intelligent personal guide rather than a successful lecturer.

The most important thing about a college after its intellectual honesty and leadership are taken for granted, is the way it reaches the innermost life of its students and quickens the central aims and ideals by which they are henceforth to live. If it fails in that part of its mission nothing else which it does can ever make up for its failure at this point.

The religious atmosphere at Haverford has been as much a quiet normal feature of its life as is the beauty of the campus. Religion has been thought of not as something apart from life, something injected from the outside, but rather as complete spiritual health. It has been a simple pervasive spirit of reverence, of sincerity, and of aspiration for the highest values of life.

Haverford has throughout the years always put a strong emphasis on periods of hush and silence, of concentration and meditation as vital ways to interior depth of life and spaciousness of mind. The Thursday Meeting has been a notable break in the rush and turmoil of life and it has made a real contribution to the depth and poise of Haverford men. The quality of service which they have rendered to the world bears plain evidence that virility and robustness of faith spring out of that kind of religious life. The college has stressed those universal aspects of religion which underlie the faith of all sects and communions. It has assumed that the basis of religion and the centre of its authority are within the soul itself. This inward basis of religion has given a foundation which no advances of truth have undermined or can undermine and which no progress of research or discovery can shipwreck. Education and religion have been regarded as cooperative parts of an undivided process of life, a continuous adjustment of the individual to ever higher levels of living. The college has aimed to bring the new learning of the age into vital relation with religion—on the one hand to make advances in thought minister to religion and on the other to interfuse the joy and inspiration of religion into all the work of life and thought. This task has called and will continue to call for a progressive interpretation of a Christian philosophy of life.

During the entire history of the college the faculty and students have met together each week for a short period of corporate worship on a basis of silence and unprogrammed speaking. This unique type of meeting has had a powerful formative influence on the lives of many students and it is a frequent testimony of graduates that these occasions often gave them in their college days a sense of the reality of God and of the meaning of life. Its value rests and is bound to rest upon an expectant and cooperative spirit on the part of those who attend it, and such a meeting can be held in a vital way only when that spirit prevails. It will be in the future as in the past a living and creative influence only so long as it maintains an atmosphere of freshness and vitality.

and actually cultivates in those who attend it the reality and power of an unseen Presence.

The college has had at numerous times in its history persons of outstanding quality of character among the members of the faculty, whose lives have had a contagious spiritual influence on the students. Their main line of work has been in some department of instruction, but the unconscious by-product of their lives has been revealed in the imponderable structure of character that has come to birth in the students of these periods. It may certainly be assumed that those who are responsible for the welfare and ideals of Haverford will take care that there shall be a succession of such creative men on its future staff.

This history has repeatedly shown the breadth and health of the athletic side of the college life. Athletics have not been allowed to invade the inner shrines of the place, nor to dominate its central interests, nor to control its ideals. But there has been, to the credit of the college, a long line of splendid athletes and a notable spirit of sport. The new plans of development will provide for a program of physical education which will be an integral part of the entire educational work of the college. It is expected that every student shall take part in at least three sports, one or more of which should be of a type that can be continued through life. There will be an increase in the number of inter-class games played and an enlargement of the list of colleges of the Haverford type with which games of many sorts can be arranged. It is planned to have a full-time professor of physical education who will be an expert in hygiene, physical training, dietetics and athletic direction, and under whose oversight and guidance the different coaches of college sport will work cooperatively. It is planned eventually to have athletics at Haverford so well endowed that there will be no need to depend on gate receipts to finance any sport and by that provision one element of the commercializing of sport will be eliminated. The emphasis will not be on crowds, gate receipts and victories in a stadium, but on the health and joy derived from well-played games.

The plans and expectations include also a marked expansion of the visible college. The library building is outgrown and can no longer hold the books that are needed for the new day. Another dormitory of the general type of Lloyd Hall will be needed when, as is contemplated, Merion Hall is made over into an apartment house for members of the faculty, and when proposed changes are made in Founders Hall. Better provision is needed, too, for swimming and other in-door sports.

A substantial increase must obviously be made to the available funds and the endowments of the college before the generously planned constructive program of the future Haverford can be put into operation. The world depression has called a halt to the immediate realization of these hopes, but it is only a temporary halt. Nothing in the long run can defeat the well-grounded faith and vision of the builders of the new Haverford.

The alumni of the college have for many years shown a profound interest in all that concerns the life and growth of the college and there has been constant evidence on their part of enduring loyalty. More than a thousand old students sent in statements of their opinion or gave their suggestions in reference to the development of plans for the future and the largest group of alumni gathered on April 18th 1931 for the Pre-Centennial Day, that has ever come together on any occasion. There is as the first century closes a spirit of enthusiasm and loyalty in all the family groups which constitute the college body—the faculty, the students and the alumni, and it is equally the case with the widely scattered patrons of the college. The wise words of President Lowell of Harvard spoken at Haverford on Pre-Centennial Day may well be pondered at this junction of retrospect and forecast. He said:

“A good college should not only stimulate a respect and desire for excellence among its students, it should also select for admission or retention those applicants who are, at least, capable of appreciating the magnitude of scholarly work. Too many men go to college without any real fitness for higher education, or

capacity for profiting by it; and then waste the time of teachers and comrades or are drawn away from useful and honorable careers for which they would have been well suited, into others for which they are not adapted. Such men are a detriment to the institution without any corresponding benefit to themselves. The idea that going to college is one of the inherent rights of man seems to have obtained a baseless foothold in the minds of many of our people. To select the fit and devote our energies to them is our duty to the public for whose service we exist. If the American college is to maintain and enlarge its position in the life of our country, the object for which it was founded, that is a cultural education on a high plane, must be the dominant purpose, and must be so regarded by the members of the faculty, for it is from them that the students take their tone in scholarly matters. Moreover the conviction that the object of college is cultural and deeply serious must be infused into the governing boards, the alumni and the public far more than in the past."

It may be prophesied that the colleges of the highest order in this coming time will not only "appreciate the magnitude of scholarly work," but they will also be awake to the fact that the essential business of education is the interpretation of the significance of life. The universe reveals, or at least suggests, other realities than those with which laboratories can deal by scientific methods, and colleges of the Haverford type must never overlook those intrinsic values by which, after all, life is truly lived.

This review should shed some light on the trail that goes forward to the next lustrum. But it should do more than that. It should increase our appreciation of the heritage which is ours. It should intensify our admiration of the founders and leaders who have transmitted the heritage to us, and it should kindle the hearts of those who are still here with new devotion and loyalty to the dear college that has mothered us. In the famous "Dartmouth College Case," Daniel Webster finished his defense of his college with the simple words which we can heartily adopt: "It is a small college, but there are those of us who love it."

Appendix A

MEMBERS OF THE HAVERFORD COLLEGE STAFF 1833-1933

- Abbott, Charles H., A.M.*, Instructor in Biology, 1916-1917.
Aldrich, Joseph W., Teacher of Mathematics and Natural Philosophy, 1843-1845. Teacher of Classics, 1848-1853.
Allen, Charles M., Assistant Teacher of Mathematics, 1845-1846.
Allinson, Francis G., Ph.D., Assistant Professor of Classics, 1880-1882.
Alsop, Samuel, Jr., A.M., Professor of Physics and Astronomy, 1875-1878. Superintendent, 1875-1878. Librarian, 1875-1878. Director of Observatory, 1875-1878.
Atherton, Charles, Assistant Superintendent, 1860-1862. Teacher of Elocution, 1860-1861. Librarian, 1861-1862.
Atkinson, Robert, B.S., Instructor in Chemistry, 1922-1923.
Atwood, Alfred L., A.B., Instructor in Physical Training, 1910-1912.
Babbitt, James A., M.D., (Emeritus), Instructor in Physical Training, 1893-1903. Registrar, 1894-1907. Associate Professor of Physiology and Physical Director, 1903-1911. Professor of Hygiene and Physical Education, 1911-1928. Medical and Athletic Adviser, 1929- .
Baird, Donald G., A.M., Instructor in English, 1917-1918.
Baker, Herbert N., B.S., Instructor in Biology, 1925-1926.
Baker, William W., Ph.D., Associate Professor of Greek, 1904-1916. Professor of Greek, 1916-1917.
Bangham, Ralph V., A.M., Instructor in Biology, 1917-1918.
Barker, Albert W., A.B., Instructor in Greek, 1917-1918.
Barrett, Don C., Ph.D., Instructor in Economics, 1897-1901. Associate Professor of Economics, 1901-1907. Dean, 1904-1908. Professor of Economics, 1907- .
Barton, George A., A.M., Instructor in Bible Language, 1891-1893. Lecturer, 1893-1895.
Baxter, Gregory P., Ph.D., Instructor in Chemistry, 1899-1900.
Beatty, James, Jr., M.E., Professor of Engineering, 1884-1886.

- Bechtel, John H.*, Instructor in Elocution, 1890-1892.
- Bickford, George H.*, A.B., Instructor in English and Physical Training, 1891-1892.
- Bishop, William, S.B.*, Instructor in Mechanical Drawing, 1880-1881. Assistant in the Observatory, 1880-1881.
- Bolles, Albert S.*, Ph.D., LL.D. (Emeritus), Lecturer on Political Science, 1887-1888. Lecturer on Commercial Law and Banking, 1897-1917.
- Bowman, Raymond T.*, B.S., Instructor in Economics, 1931-1932.
- Bradway, John Saeger*, A.M., LL.B., Lecturer in Business Law, 1920-1921.
- Brainard, Arthur L.*, A.B., Instructor in Latin and German, 1892-1893.
- Branson, Thomas F.*, M.D., Lecturer in Hygiene, 1929-1932.
- Breckenridge, Roeliffe M.*, Ph.D., Instructor in Political Science, 1896-1897.
- Brinton, Howard H.*, Ph.D., Lecturer in Philosophy, second half year, 1932.
- Brown, Arthur C. L.*, A.M., Instructor in English, 1896-1898.
- Brown, Ernest William*, A.M., Sc.D., F.R.S., Instructor in Mathematics, 1891-1893. Professor of Mathematics, 1893-1907.
- Brown, H. Tatnall, Jr.*, S.B., Dean of Freshmen, 1927-1928. Assistant Director of Physical Education, 1927-. Instructor in French, 1927-1931. Assistant Dean, 1928-1929. Dean, 1929-.
- Brown, Thomas K., Jr.*, A.M., Ph.D., Instructor in German, 1908-1915. Assistant Professor of German, 1915-1919.
- Brun, Samuel Jacques*, S.B., Instructor in French, 1881-1882.
- Bull, Arthur W.*, B.chem., Instructor in Chemistry, 1919-1920.
- Burgess, Thomas H.*, Assistant in Introductory Department, 1854-1855.
- Burns, Charles M., Jr.*, Instructor in Drawing, 1881-1884.
- Cadbury, Henry Joel*, Ph.D., Instructor in Greek, 1910-1915. Assistant Professor of Biblical Literature, 1915-1917. Associate Professor of Biblical Literature, 1917-1919.
- Cadbury, William E., Jr.*, A.M., Instructor in Chemistry, 1932-.
- Carpenter, James McFadden, Jr.*, Ph.D., Instructor in Romance Languages, 1917-1922. Assistant Professor of Romance Languages, 1922-1928. Associate Professor of Romance Languages, 1928-1932.
- Carter, John D.*, A.M., Instructor in Chemistry, 1901-1903.
- Cartland, Joseph*, Principal, 1850-1853.
- Chadwick, Leigh Edward*, S.B., Instructor in German, 1928-1929.
- Chamberlain, Robert R.*, A.B., Instructor in Physics, 1912-1913.

- Chase, Oscar M., S.M.*, Instructor of Mechanical Drawing, 1897-1915.
Secretary, 1897-1907. Registrar, 1907- . Assistant Professor of
Drawing, 1915-1930.
- Chase, Pliny Earle, A.M., LL.D.*, Professor of Natural Science and
Philosophy, 1871-1886.
- Chase, Thomas, A.M., Litt.D., LL.D.*, Teacher of Classics, 1855-1856.
Professor of Philology, 1856-1886. President, 1874-1886.
- Cheyney, Jesse S.*, Introductory Department, 1855-1856.
- Clark, Dougan*, Assistant in Introductory Department, 1850-1851.
- Coffin, Fletcher B., A.M.*, Instructor in Chemistry, 1908-1909.
- Coffin, John Elihu, S.B.*, Assistant in Observatory, 1882-1883.
- Collins, John*, Assistant teacher of Drawing and Classics, 1833-1835.
- Collins, William H., A.M.*, Assistant in Observatory, 1881-1882; 1891-
1892. Prefect, 1897-1904. Director of Observatory, 1892-1904. Super-
intendent of Grounds, 1904-1919.
- Comfort, Howard, Ph.D.*, Instructor in Latin, 1931-1932. Assistant
Professor of Latin and Greek, 1932- .
- Comfort, Jonathan J.*, Assistant in Introductory Department, 1852-
1853.
- Comfort, William Wistar, Ph.D., Litt.D., LL.D.*, Instructor in French
and German, 1897-1904. Associate Professor of Romance Lan-
guages, 1904-1909. President, 1917- .
- Comstock, Andrew*, Assistant Teacher of Elocution, 1836-1837.
- Cope, Edward Drinker, A.M.*, Professor of Natural Sciences, 1864-
1867. Lecturer in Zoology, 1871-1874; 1875-1878.
- Crepon, Lucien*, Teacher of Drawing, 1860-1861.
- Crew, Henry, Ph.D.*, Professor of Physics, 1888-1891.
- Davenport, Edwin, A.M.*, Professor of Latin and Greek, 1883-1886.
- Davis, Isaac*, Principal, 1838-1839.
- Davis, James F., A.B.*, Assistant Professor of Classics, 1877-1879. As-
sistant Superintendent, 1877-1879.
- Deacon, Benjamin H.*, Preparatory Department, 1835-1836.
- DeBow, Robert S., Ph.D.*, Instructor in Philosophy, 1891-1892.
- Dennis, William*, Teacher of Classics, 1834-1840.
- De Theligny, G. Pasaderian*, Assistant Teacher of French, 1840-1841.
- Dillingham, John Hoag, A.M.*, Professor of Moral and Political Sci-
ence, 1865-1878. Librarian, 1865-1875. Superintendent, 1866-1875.
- Dunn, Emmett Reid, Ph.D.*, Associate Professor of Biology, 1929- .
- Ebeling, Herman L., Ph.D.*, Instructor in Latin, 1899-1900; 1901-
1902.
- Edwards, Levi T., A.M.*, Professor of Mechanics and Electricity, 1886-
1905.

- Estes, Ludovic, A.B.*, Assistant Professor of Classics and Mathematics, 1874-1875.
- Evans, Arlington*, Instructor in Physical Training, 1920- .
- Farley, Frank E., Ph.D.*, Instructor in English and German, 1897-1898.
- Flight, John W., Ph.D.*, Lecturer in Biblical History, 1929-1930. Assistant Professor of Biblical Literature, 1930- .
- Flosdorf, Earl W., Ph.D.*, Instructor in Chemistry, 1929-1932. Assistant to the Dean, 1932- .
- Forbes, John Campbell, Ph.D.*, Instructor in Chemistry, 1926-1927.
- Ford, Walter A., M.D.*, Instructor in Physical Culture, 1883-1889.
- Freeburg, Victor O., A.M.*, Instructor in English, 1913-1915.
- Gallaugher, Arthur F., M.A.*, Instructor in Chemistry, 1928-1929.
- Garrett, Alfred Cope, Ph.D.*, Lecturer in Biblical Literature, 1904-1908.
- Gause, Charles E., Jr., S.B.*, Instructor in Mathematics, 1883-1884.
- Gifford, Seth K., Ph.D.*, Assistant Professor of Greek and Latin, 1882-1885. Professor of Greek, 1885-1904.
- Gilbert, Percy Gayde*, Assistant in the Engineering Laboratory, 1918-1920.
- Givler, Paul, Ph.D.*, Instructor in Biology, 1910-1911.
- Gooch, Harriet B.*, Assistant Librarian, 1923-1928.
- Gordon, James L., Ph.D.*, Instructor in Economics, 1928-1929.
- Grant, Elihu, Ph.D.*, Professor of Biblical Literature, 1917- .
- Graves, Edgar Baldwin, A.M.*, Instructor in History, second half year, 1924.
- Gray, Austin K., M.A.*, Lecturer in English, 1922-1925. Associate Professor in English, 1925-1930.
- Gregory, Henry D.*, Teacher of Classics, 1843-1845.
- Gummere, Francis B.*, Professor of English and German, 1887-1919.
- Gummere, Henry V., A.M.*, Associate Professor of Mathematics, 1923-1924. Lecturer in Astronomy second half year, 1925. Lecturer in Astronomy, 1927-
- Gummere, John, A.M.*, Teacher of Mathematics, 1833-1843. Principal, 1834-1838; 1839-1843.
- Gummere, Richard M., Ph.D.*, Instructor in Latin, 1907-1910. Associate Professor of Latin, 1910-1918.
- Gummere, Samuel J., A.M.*, Assistant Teacher of Mathematics and Natural Philosophy, 1834-1835. Teacher of Mathematics and Natural Philosophy, 1835-1840. Professor of Mathematics, 1862-1874. Director of Observatory, 1862-1874. President, 1863-1874.

- Gummere, William*, Assistant Teacher of English and Classics, 1834-1838.
- Haddleton, Alfred W.*, Instructor in Light Athletics, 1929- .
- Hall, Lyman Beecher*, Ph.D. (Emeritus), Professor of Chemistry and Physics, 1880-1917.
- Hall, Winfield Scott*, M.S., M.D., Instructor in Biology, 1889-1893. Instructor in Physical Training, 1889-1893.
- Hancock, Albert E.*, Ph.D., Instructor in English and German, 1898-1901. Associate Professor of English, 1901-1909. Professor of English, 1909-1914.
- Hardy, Benjamin F.*, Assistant Superintendent, 1834-1837.
- Harlan, Joseph G.*, A.M., Teacher of Mathematics, 1853-1856. Professor of Mathematics, 1856-1857. Director of Observatory, 1857. Principal, 1857.
- Harman, Harvey J.*, M.A., Instructor in Heavy Athletics, 1929-1930.
- Harris, J. Rendel*, A.M., LL.D., Professor of Ecclesiastical History, 1886-1891.
- Harris, Pierson P.*, B.D., S.T.M., Assistant in English, 1927-1928. Instructor in English, 1928-1929.
- Harry, James W.*, Ph.D., Instructor in Political Science, 1903-1904.
- Hartshorne, Henry*, A.M., M.D., Professor of Organic Sciences, 1867-1871.
- Heller, John L.*, M.A., Instructor in Latin, 1929-1931.
- Henry, Howard K.*, B.S., Instructor in Botany, 1930-1931. Instructor in Biology, 1931- .
- Henwood, Abraham*, Sc.D., Instructor in Chemistry, 1919-1920.
- Herndon, John G., Jr.*, Ph.D., Lecturer in Economics and Political Science, 1928-1929. Assistant Professor of Economics and Government, 1929- .
- Hildreth, Walter A.*, A.M., Instructor in German, 1919-1920.
- Hilles, Samuel*, Principal, 1833-1834.
- Hilles, William S.*, Assistant Teacher, 1844-1845.
- Hinchman, Walter S.*, A.M., Gummere Professor of English, 1920-1922.
- Hoag, Clarence G.*, A.B., Instructor in English and German, 1895-1896.
- Holmes, Clayton W.*, B.S., Instructor in Engineering, 1930- .
- Hotson, J. Leslie*, Ph.D., Professor of English, 1931-1933. Gummere Professor of English, 1933- .
- Hibbard, John R.*, Assistant Teacher of Classics, 1853-1854.
- Jackson, William H.*, A.M., Associate Professor of Mathematics, 1907-1910.

- Johnson, Emory R., Ph.D.*, Instructor in Economics, 1893-1896.
Johnston, Robert J., Superintendent of Grounds, 1919- .
Jones, John, A.M., Instructor in Philosophy, 1887-1888.
Jones, Joseph, Superintendent, 1857-1859.
Jones, Rufus M., D.D., Litt. D., LL.D., D. Theol., S.T.D., Instructor in Philosophy, 1893-1901. Associate Professor of Philosophy, 1901-1904. Professor of Philosophy, 1904- .
Kelly, John A., Ph.D., Instructor in German, 1920-1921. Assistant Professor of German, 1921-1927. Associate Professor of German, 1927- .
Kelsey, Rayner W., Ph.D., Instructor in History, 1909-1911. Associate Professor of History, 1911-1920. Professor of History, 1920- . Curator of Quaker Collection, 1922- .
Keogh, John Joseph, Assistant Physical Director, 1912-1913.
Kern, John, Teacher of Drawing, 1856-1859.
Kitchen, Paul Cliff, Ph.D., Lecturer in English, 1928-1930.
Krauss, Edward E., S.B., Assistant in Physical Training, 1913-1914; 1916-1918.
Ladd, Alfred G., A.M., Instructor in Physical Culture, 1881-1883.
Ladd, William Coffin, A.M., Professor of French, 1887-1901.
Lamb, Thomas White, A.B., Tutor in Classics and History, 1861-1862. Librarian, 1862.
Leavenworth, Francis P., A.M., Director of Observatory, 1887-1892.
Leeds, Albert R., A.M., Assistant Professor of Chemistry, 1867.
Lepoids, Samuel Bach. ès Lett., Instructor in French, 1886-1888.
Lewis, Henry Carvill, Lecturer in Geology, 1883-1884. Professor of Geology, 1884-1886.
Lewis, William Draper, Ph.D., Instructor in Political Science, 1892-1896.
Livingston, Charles H., A.M., Instructor in French, 1916-1917.
Lockwood, Dean Putnam, Ph.D., Associate Professor of Latin, 1919-1922. Professor of Latin, 1922- . Librarian, 1920- .
Lowry, Thomas McCall, Jr., A.M., Instructor in History, 1927-1928.
Lunt, William E., Ph.D., H.L.D., Professor of English Constitutional History, 1917- (Walter D., and Edith M. L. Scull Professor.)
MacIntosh, Archibald, M.A., Assistant to the President, 1931-1932. Dean of Freshmen, and in charge of Admissions, 1932- .
Makuen, George H., Instructor in Elocution, 1886-1888.
Markley, Joseph L., A.B., Ph.D., Assistant in the Observatory, 1885-1886.
Marsh, Benjamin Vail, Assistant Superintendent, 1837-1844.
Marti, Fritz, Ph.D., Lecturer in Philosophy, 1926-1927.

- McMurrich, J. Playfair, Ph.D.*, Professor of Biology, 1886-1889.
Melchior, Montfort V., A.M., Instructor in German, 1931-1932. Instructor in Modern Languages, 1932- .
Meldrum, William B., Ph.D., Assistant Professor of Chemistry, 1917-1921. Associate Professor of Chemistry, 1921-1927. Professor of Chemistry, 1927- (John Farnum Professor.)
Mendenhall, Cyrus, Assistant in Introductory Department, 1855-1856.
Mendenhall, Nereus, M.D., Professor of Ethics and Astronomy, 1878-1880. Superintendent, 1878-1880. Director of Observatory, 1878-1879.
Mitchell, Walter M., Ph.D., Instructor in Astronomy, 1907-1909.
Mitchell, William Foster, Superintendent, 1861-1862.
Montgomery, George, A.M., Instructor in Public Speaking, 1929- .
Moore, Lindley Murray, Teacher, 1848-1850. Principal, 1848-1850.
Morgan, William Earl, A.M., Assistant in the Observatory, 1883-1885. Instructor in Drawing, 1884-1885.
Morley, Christopher D., A.B., B.A., Lecturer in English, 1930-1931.
Morley, Frank, A.M., Sc.D., Instructor in Mathematics, 1887-1889. Professor of Mathematics, 1889-1900.
Mustard, Wilfred P., Ph.D., Instructor in Latin, 1893-1894. Professor of Latin, 1894-1907.
Newlin, Thomas, Professor of Zoology and Botany, 1884-1886.
Nicholson, Timothy, Introductory Department, 1855-1856. Superintendent, 1859-1861.
Norris, Clarence E., A.M., Instructor in German, 1909-1912.
Ohl, Raymond T., A.M., Instructor in French, 1923-1926. Instructor in Latin, 1927-1928.
Owen, Oliver Goldsmith, A.B., Assistant Superintendent, 1870-1871. Tutor in Classics and Ethics, 1870-1871.
Paige, Franklin E., Assistant Teacher of Mathematics, 1851-1853.
Palmer, Frederic, Jr., Ph.D., Instructor in Physics and Astronomy, 1904-1909. Associate Professor of Physics, 1909-1916. Dean, 1908-1929. Professor of Physics, 1916- .
Pfund, Harry W., Ph.D., Instructor in German, 1926-1927. Assistant Professor of German, 1931- .
Pinkham, John W., A.B., Librarian, 1862-1863. Tutor in Classics and Mathematics, 1862-1863.
Post, Amy L., Assistant Librarian, 1928- .
Post, L. Arnold, M.A., Instructor in Romance Languages and Greek, 1917-1922. Assistant Professor of Greek, 1922-1928. Associate Professor of Greek, 1928- .

- Pratt, Henry Sherring, Ph.D.* (Emeritus), Instructor in Biology, 1893-1897. Associate Professor of Biology, 1897-1902. David Scull Professor of Biology, 1902-1929.
- Prince, James M.*, Assistant Teacher of Classics, 1845.
- Price, Joseph H., A.B.*, Instructor in English, 1911-1912.
- Rantz, John Otto*, Assistant in Engineering Laboratory, 1920- .
- Reid, Legh W., Ph.D.*, Instructor in Mathematics, 1900-1901. Associate Professor of Mathematics, 1901-1907. Professor of Mathematics, 1907- .
- Reitzel, William A., M.A.*, Instructor in English, 1925-1928. Assistant Professor of English, 1928- .
- Reynolds, William Augustus*, Teacher of Classics, 1853-1855.
- Rhoads, Edward, Ph.D.*, Instructor in Physics, 1901-1903.
- Rhoads, Joseph, Jr., A.B.*, Instructor in Natural History, 1880-1883. Curator, 1880-1883.
- Richards, Jonathan*, Principal, 1853-1857.
- Rittenhouse, Leon H., M.E.*, Instructor of Mechanics and Electricity, 1905-1909. Associate Professor of Engineering, 1909-1921. Professor of Engineering, 1921- .
- Roberts, Stephen, A.B.*, Assistant Teacher, 1851.
- Rogers, Robert William, A.B.*, Instructor in Greek and Hebrew, 1887-1889.
- Rowe, Joseph E., Ph.D.*, Instructor in Mathematics, 1911-1912.
- Rowell, John F.*, Assistant in Introductory Department, 1853.
- Sagebeer, Richard G., A.B.*, Assistant in Physics, 1922-1923. Instructor in Physics, 1923-1925.
- Sampson, Alden, A.M.*, Lecturer on Fine Arts, 1892-1893.
- Sanford, Myron Reed, A.M.*, Professor of Latin, 1886-1893. Registrar, 1886-1890. Dean, 1890-1893.
- Saunders, Frederick A., Ph.D.*, Instructor in Physics, 1899-1901.
- Sawtelle, William Otis, A.M.*, Instructor in Physics, 1913-1915. Assistant Professor of Physics, 1915-1919.
- Schell, Henry*, Teacher of Drawing, 1854-1856.
- Schelling, Felix E., Ph.D., Litt. D.*, Lecturer in English, 1908-1909.
- Seronde, Joseph, Ph.D.*, Assistant Professor of French, 1916-1917.
- Shaffer, Elmer L., A.M.*, Instructor in Biology, 1919-1920.
- Sharpless, Helen*, Assistant Librarian, 1911-1914; 1920-1923. Acting Librarian, 1914-1920.
- Sharpless, Isaac, S.B., Sc.D., LL.D.*, Professor of Mathematics, Chemistry, Astronomy, Ethics, 1875-1917. Director of Observatory, 1879-1887. Dean, 1884-1887. President, 1887-1917.

- Silver, Arthur, A.M.*, Instructor in History, 1931-1932.
Smiley, Albert K., Assistant Teacher of English Literature and Chemistry, 1849-1851. Teacher of English Literature and Chemistry, 1851-1853.
Smiley, Alfred H., Assistant Teacher of Mental and Moral Philosophy, 1849-1851. Teacher of Philosophy and Geology, 1851-1853.
Smith, Alpheus W., Ph.D., Instructor in Physics, 1906-1907.
Smith, Clement L., A.M., Assistant Professor of Classics and Mathematics, 1863-1865. Librarian, 1863-1865.
Smith, Daniel B., Teacher of Moral Philosophy, 1833-1845. Principal, 1843-1845.
Smith, Paul, M.D., Teacher of English and Natural Science, 1853-1856.
Snyder, Edward D., Ph.D., Assistant Professor of English, 1915-1925. Associate Professor of English, 1925- .
Speakman, Edwin A., S.B., Instructor in Physics, 1932- .
Spiers, A. Guy H., Ph.D. Instructor in Romance Languages, 1909-1910. Associate Professor of Romance Languages, 1910-1916.
Steere, Douglas Van, Ph.D., Assistant Professor of Philosophy, 1928-1931. Associate Professor of Philosophy, 1931- .
Stevens, Lindley M., A.B., Instructor in Mathematics, 1890-1891.
Stevens, Moses C., A.B., Professor of Mathematics, 1858-1862. Director of Observatory, 1858-1862.
Stradling, George F., Ph.D., Instructor in Physics, 1903-1904.
Strong, R. Myron, Ph.D., Instructor in Biology, 1902-1903.
Stuart, George H., A.B., Tutor in Classics, 1856-1858.
Stubbs, Martin B., Ph.D., Instructor in Chemistry and Physics, 1898-1899.
Sutton, Richard M., Ph.D., Assistant Professor of Physics, 1931- .
Swan, Alfred J., B.A., Lecturer on Music, 1926-1930. Assistant Professor of Music, 1930-1931. Associate Professor of Music, 1931- .
Swift, Paul, M.D., Professor of English, 1853-1865.
Taupin, René, D. ès. L., Assistant Professor of French, 1932- .
Taylor, Herbert W., M.D., Assistant in Physical Training, 1920-1921. Assistant in Hygiene, 1921-1926. Physical Director, 1926-1928. Physician in Charge, 1928- .
Taylor, Thomas E., A.B., Assistant Superintendent, 1876-1877.
Teaf, Howard M., B.S., Instructor in Economics, 1932- .
Test, Zaccheus, Assistant Introductory Department, 1850-1853.
Thomas, Allen Clapp, A.M., Prefect, 1878-1884. Professor of History and Political Science, 1878-1914. Librarian, 1878-1914. Consulting Librarian, 1914-1920.

- Thomas, Joseph, A.M., M.D., Teacher of Latin and Greek, 1833-1834. Teacher of Elocution, 1852-1853. Lecturer in History, 1877-1879.*
- Thompson, Joseph O., Ph.D., Instructor in Physics, 1891-1894.*
- Thomson, Walter W., Ph.D., Instructor in Chemistry, 1927-1928.*
- Thorpe, Edward S., Jr., M.D., Instructor in Biology, 1926-1927.*
- Vail, Hugh D., A.M., Teacher of Mathematics, 1848-1850. Director of Observatory, 1857-1858.*
- Vail, Walter E., A.M., Instructor in Chemistry, 1917-1918.*
- Van Daell, Alphonse, Instructor in French, 1885-1886.*
- Warder, Robert Bowne, A.M., Professor of Chemistry and Physics, 1879-1880.*
- Watson, Frank D., Ph.D., Associate Professor of Social Work, 1914-1921. Professor of Sociology and Social Work, 1921-.*
- Weaver, Garfield W., Assistant in Engineering Laboratory, 1911-1913.*
- Weaver, Paul W., Assistant in Engineering Laboratory, 1913-1918.*
- Wetherald, William, Superintendent, 1864-1866.*
- Wheelock, Frederick M., A.M., Instructor in Latin and Greek, 1926-1929.*
- Willen, Joseph C., A.M., Instructor in German, 1932-.*
- Williamson, Alexander Jardine, A.M., Instructor in French, 1926-1927. Instructor in Romance Languages, 1929-1932.*
- Wilson, Albert H., Ph.D., Associate Professor of Mathematics, 1910-.*
- Wilson, John B., Teacher of Drawing, 1860-1865.*
- Wistar, Richard, A.M., Assistant in Chemistry, 1928-1929. Instructor in Chemistry, 1932-.*
- Wistar, Thomas, A.B., Tutor in Classics and History, 1858-1861. Librarian, 1859-1861.*
- Wolf, John E., Assistant in Physical Training, 1915-1916.*
- Wood, Henry, A.B., Assistant Superintendent, 1869-1870. Tutor, 1869-1870.*
- Wood, James, A.M., Lecturer in American History, 1886-1887.*
- Woodward, Walter C., Lecturer on Political Science and Government, second half year, 1925.*
- Wright, Austin, Ph.D., Instructor in English, 1931-1932.*
- Zimmerman, Harold I., Assistant in Physical Training, 1917-1918.*

Appendix B

GRADUATES WHO HAVE BEEN SPOON MEN IN THEIR CLASSES

1873—Henry Cope Haines	1904—Carl N. Sheldon
1874—James Emlen	1905—Sigmund Spaeth
1875—Miles White, Jr.	1906—Walter Carson
1876—Frank H. Taylor	1907—Ernest F. Jones
1877—Isaac W. Anderson	1908—J. Browning Clement
1878—Albert L. Baily	1909—Mark H. C. Spiers
1879—William C. Lowry	1910—Walter Palmer
1880—James Lynch	1911—Victor Schoepperle
1881—William H. Collins	1912—Robert M. Miller
1882—T. Chalkley Palmer	1913—Joseph Tatnall
1883—W. Alpheus White	1914—Herbert W. Taylor
1884—Charles R. Jacob	1915—Donald B. Van Hollen
1885—Rufus M. Jones	1916—William M. Allen
1886—Wilfred W. White	1917—Lawrence M. Ramsey
1887—Richard J. White	1918—Joseph M. Hayman
1888—Joseph W. Sharp, Jr.	1919—Walter Penn Shipley
1889—Thomas F. Branson	1920—Granville E. Toogood
1890—William Percy Simpson	1921—Albert E. Rogers
1891—George Thomas, 3rd	1922—Craig M. Snader
1892—W. Nelson Loflin West	1923—H. Tatnall Brown, Jr.
1893—John Roberts	1924—Donald E. Wilbur
1894—David Sherman Taber, Jr.	1925—William D. Rogers
1895—Frank H. Conklin	1926—Merle M. Miller
1896—L. Hollingsworth Wood	1927—Stewart Hoskins
1897—Charles H. Howson	1928—John T. Evans
1898—Walter C. Janney	1929—Burrell H. Tripp
1899—Joseph P. Morris	1930—Howard Morris, Jr.
1900—Horace H. Jenks	1931—Kaufman Ray Katz
1901—William E. Cadbury	1932—Gifford P. Foley
1902—Edgar Earl Trout	1933—James Andrews, Jr.
1903—James B. Drinker	

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